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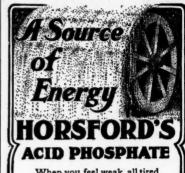
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Babylonia and Its Schools.

An interesting discovery has been made in Babylonia by Vincent Scheil, the French archeologist. Father Scheil has spent a large amount of time in excavating at Sippara, called "Sippara of the Plain" to distinguish it from other less famous Sipparas. His most important from was the school which existed some forty centuries ago. The discovery is fully described by M. Maspero in the Journal des $D\hat{e}bats$.

Sippara was a small city, surrounded by a wall of dried bricks. Where it once stood is now a mound of earth, but underneath the surface the public and private buildings are well preserved as well as their contents. The investigations of Father Scheil enable us to reconstruct the private and public life of the inhabitants in great measure

The city did not differ greatly from the other cities of the Euphrates valley. There were one or two temples, the principal one being dedicated to the sun god, Shamash, the patron god of the place, a few beautiful houses, a mass of huts of the populace, a net-work of streets, a dozen irregular squares, and some gardens. The city paid little attention to commerce, manufacturing, and agriculture. The priest of Shamash acted as the bank and money lender in accordance with the general custom. There was little political life and the city played only a small part in the revolutions in Babylonia. It owed its prominence to its religious life and the literary movement which the religion developed.

Shamash was not a local god; he was worshiped by the whole country, and the places where he was the ruling deity, like Sippara, became places for pilgrimages. The clergy which preserved the sanctuary had to be instructed in the traditions, and in the knowledge of hymns and theology to satisfy the pilgrims. Thus there had to be schools there to train the priests who celebrated the rites, the poets and grammarians who composed the sacred songs, and the scribes who administered the finances of the citizens and the shrine.

In the school discovered at Sippara were found teaching material, corresponding to our text-books, and the work of the pupils. It was a small building, located in a populous quarter opposite the temple. The walls were twelve feet high and there were seven rooms. Almost the first object discovered was a clay tablet, which was used instead of a modern slate, bearing the inscription: "He who excels in the school of writing will shine like the sun." Obviously this is the original of the modern convbook.

In one corner of one of the rooms was a great mass of these clay tablets carefully arranged. Unfortunately many of them had not been baked, so their inscriptions were undecipherable. A large number, however, were completely intact, just as they had been laid aside by the Babylonian students. Some contained hymns in the oldest Symerian, the pre-Semitic Turanian of Babylonia. Others contained lists of rhymes, primers, dictionaries, problems in arithmetic, and contracts. They had occupied the place of our copybooks, for on one side the characters were firmly and neatly made, while on the other were the pupils' copies. They had been used in class exercises, and bore single phrases, lists of signs or words, rarely a complete sentence.

With these witnesses it is easy enough to picture this Babylonian school. We see the youth, equipped with a wooden stylus or perhaps a bone or copper one, cutting each figure in the fresh clay, and repeating aloud the meaning of the signs as they take form under his fingers. When the front of the tablet is covered, if it is necessary to accomplish the task, he continues it on the back. The professor reads, corrects between the lines the poorly constructed letters, and then makes the pupil begin his tablet anew. The pupil takes a knife and cuts off the outside of the tablet and thus removes his letters. Some of the tablets found in the city still bear finger prints or the mark of the knife. The same material would probably last several generations.

All the dated texts bore the name of King Hammurabi, of Babylon. Thus this school must have existed in the twenty-first century before our era. In spite of the 4,000 years between us and this little Babylonian school we can almost reconstruct their course of study, or rather of writing. When we consider how difficult our system of writing and our spelling is for our children, and then consider the cuneiform writings, we must conclude that the average of intelligence among the pupils in this ancient school was in some respects higher than is ours of to-day. The cuneiform characters are is ours of to-day. The cuneiform characters are composed of a large number of straight lines, and of hooks adjusted to each other in all possible directions and angles. They have, besides, at least a half dozen different values, syllables here and ideograms there, in accordance with the combinations into which they enter. The pupil had to know all the forms, then all the isolated values, then all the values in combination before he could decipher a single line on one of the numerous formulas which ruled every act from birth until death. The pupil could only learn these forms by copying them and then copying them again. This was done according to a preconceived plan, proceeding from the simple to the complex. Signs of the same origin were classed in groups whose meaning and form were explained by the The groups were joined according to rules master. unknown to us.

The pupil probably had to spend weeks and months before he was familiar even with the ordinary syllable. Then he had to practice on groups of two or more signs, repeated or turned about, as their arrangement made sense. It was weeks and months again before he became master of the material elements of writing and could practice on ideograms or on phrases which would aid in understanding the simplest religious or judicial texts.

The pupils analyzed a certain number of prayers, contracts, articles of the law, then they placed them in columns in their first elements. These elements comprised the groups which expressed the same divinity, lists of substantives, singular and plural, masculine and feminine; verbs conjugated in their different persons and in their different moods, with or without negatives; then little phrases of praise, salutation, prayer, pity, and politeness, also law and business terms. Arithmetic and geometry went along with writing and the study of style. Beautiful tablets, cut with great care, bore the tables of weights and measures used in buying commodities or in the sale or renting of land. A Babylonian who had gone thru the schools of Sippara could read literary and religious works, could draw up and interpret contracts of all kinds, and could solve all problems, and verify all calculations of interest that the administration of his own property or the care of his business demanded of him. Women received much the same instruction as the

men. This is proved by the finding of a contract signed by a female scribe by the name of Amatbaou. Women probably were few in this occupation, as no other trace of

them has been found.

The difficulty of learning this system thoroly and the long apprenticeship it demanded made the scribe a person of considerable importance. It was possible for him to rise to the highest positions in the priesthood or in the government. So the artist, the scholar, and the guardian of the divine oracles sent their children to learn reading and writing. The complication of the writing assured to all those who received literary instruction an indisputable superiority over the general population.

Grammar.

By ROBERT E. METCALF. Massachusetts.

It is believed quite generally that no one can use English well without a thoro knowledge of the rules, and the exceptions to the rules, of English grammar. Quite as generally it is believed that one who does not use the language well is ignorant of such rules and exceptions. The fact is that English grammar has much less to do with the English that we speak and write than most people think. Dr. Butler, of Columbia, says that children are likely to speak and write the sort of English that they hear and read. Had he included adults with children, he would not have been far out of the way.

We use the English language as we have learned it from our parents, from the men and women whom we have heard speak it, and from the books we have read. If we had never seen an English grammar we could and should have spoken English, and very likely as well as we speak it now. Just as one can ride a bicycle or run an automobile without knowing very much about the construction, so we can use the English language without knowing very much about subjects, and predicates,

and modifiers.

English grammar may be defined as a study of the structure of the English sentence. Not its use but its structure. Not, can he ride a bicycle, but does he know how the machine is made. The English language is a contrivance, a machine used by a part of the people of the world to express their thoughts. The French, the Germans, the Russians, the Chinese, all have different contrivances for the same purpose. All these contrivances are man-made, all are constantly undergoing re-

pair, all are from time to time being improved.

Habit controls our use of English. We use it well or ill according as our habit of speaking and writing has been formed under good or bad influences. language might be learned in the same way if conditions were favorable. Usually we must study its grammar with great care before we can determine the meaning of the sentences. Habit has little to do with our use of a foreign language. Taking Latin for our illustration, it is true that we must know its grammar before we can get the thought expressed by its sentences. Eveybody knows that this is not true of English. It follows, therefore, that our purpose in studying English grammar is entirely different from our purpose in studying Latin grammar. I sincerely believe that the confounding of these two purposes has been the one great hindrance in the way of teaching English grammar intelligently.

I would not be understood as saying that nothing whatever of the structure of a language must be known by a native in order that he may speak and write the language correctly. One cannot ride a bicycle without knowing that the brake is so constructed that, if he presses upon a certain spring, the machine may be brought to a standstill,—or the tire so made that a slight puncture will permit air to escape, and perhaps spoil an afternoon's pleasure. So, even a child must be taught to begin a written sentence with a capital letter, and to close it with a period or a question mark. He must dot his i's and cross his t's, and must know how to spell words. All such matters pertain to the structure of English, and must, therefore, be included in its grammar. What I do mean to say is that one's use of English does not depend upon his skill in parsing words or in analyzing sentences. One may use English very well indeed and yet fail to pass an ordinary examination for admission to a high school. In fact I have known a young lady candidate for a Boston kindergarten certificate decline to undertake the examination in grammar, on the pleathat she had never studied the subject, and yet her essay, written upon a topic assigned by the superintendent, was reported by him as the best of all those handed in by a long list of applicants.

For what purpose then ought we to study grammar? I answer, mainly for the training which comes when the subject is rightly studied. A few illustrative lessons

will make clear my meaning.

Suppose a class is just beginning the study of English grammar, and for a moment, suppose that I am the When I think of the work before me. I conclude that my pupils should understand certain terms that are most frequently used in our study; as for example, What is a sentence? a word? an idea? a thought? So I write upon the blackboard a simple sentence like

the following:

The birds built a nest in a tree. Calling the attention of my class to the sentence on the board, I prepare the way for future study by asking questions like these that follow. What have I written upon the board? What makes you think it is a sentence? How many of you can see the sentence? Can you see all sentences? What kind of sentences can you not see? Can you see the sentences that I am using while talking with you? Then what two kinds of sentences are there? What are they? Of what is this sentence on the board made? How many words in it? What are those words on the board made of? What are the letters made of? Of what are the sentences made which I use in speaking? What are the words made of? You told me that the sentence expressed what? Can you see the thought? How many thoughts does this sentence express? Do the first two words express the whole thought? What do they express? Does the third word express the whole thought? What does it express? You have just told me that certain words express only part of the thought. What is a part of a thought called? (The teacher will now give them the word "idea.") What is an idea? Of what are thoughts made? Of what are sentences made?

In this manner pupils are led to see what sentences are, and what they are for. There is nothing mysterious about them. They are made like other things which they have seen and handled, and they are prepared to study them as they would study the structure of any other contrivance. They think of sentences as groups of words, they see that subjects are words, that predicates are words, that modifiers are words, and that gram-

mar is a study of words.

Suppose I have it in mind to study the adjective with my class. Two sentences would be written upon the board. (Lessons in grammar should seldom be given from a book; rather let them be given from sentences written on the blackboard).

The bird built her nest in the tree. The bird built her nest in the tall tree.

Questions would be asked somewhat as follows: How many sentences on the board? How many thoughts expressed? Is there any difference in the thoughts? You tell me that the second thought contains one more idea than the first. What is the idea? What word expresses that idea? What is the use of the idea? Suppose I should write the word "pretty" before the word "nest" in the second sentence, what should you say then? What word expresses the new idea? Words like tall and pretty are called adjectives.

Another lesson might show that adjectives in English take different form; viz., words, phrases, and clauses. The teacher would write on the board a sentence like

the following:

John is a strong boy.

Questions somewhat like the following would be asked: How many words in this sentence? How many ideas? How many thoughts? Can you express exactly the same thought by a different arrangement of words? Many sentences more or less similar to the one on the board would be suggested, and finally someone would give, "John is a boy of strength." These two sentences would then be written one above the other as follows:

> John is a strong boy. John is a boy of strength.

When the two sentences had been carefully examined and found to be exactly alike in meaning, the pupils the word "boy" tell you? The word "strong?" the words "of strength" in the second sentence? The children will see that the word strong and the words of strength tell exactly the same thing, viz., the kind of boy that John is. They have already learned in a previous lesson that strong in the sentence above is an adjective. Hence of strength, the different in form, is an adjective. To distinguish the two adjectives, one is called an adjective word, or simply an adjective, while the other is called an adjective phrase.

In a similar way, all the important facts concerning the uses of words, and the construction of sentences, may be learned by our pupils, not from the book, but from the sentence before them on the board, with such help from the teacher as may be necessary.

After the board lesson, the same lesson should be read from the book, and then the exercises following should be carefully studied and written to make sure that the

truth sought is really fixed in the children's minds.

Participles, infinitives, auxiliaries, and verb forms, all become as simple and as easily understood, when rightly studied, as nouns, and pronouns, and adjectives. not take the time to show that such study will give a kind of training that almost any kind of business demands. We must remember that education is not merely knowledge. It has been well defined as "Knowledge in action." It is ability to do things. Our work in the class-room, whether it be in language, or grammar, or in any other subject, should train the children to be more self-reliant, more persistent seekers after knowledge. Our work with them should furnish a stimulus for independent effort; it should give them such training as will lead them to investigate for themselves, and to draw right conclusions from their investigations. It is not much that we can do for them beyond making a beginning, but every pupil, whether bright or dull. whether rich or poor, has at least a right that we help him to help himself.

School Gardens and What Can be Done with Them.

While it is generally admitted that the culture of flowers has a humanizing and refining influence on all persons who engage in such work, comparatively little attention has been given to this delightful occupation,

which would be eagerly taken up by the pupils.

Some schools are provided with large play-grounds and can well set aside a plot for garden work; but many school buildings are surrounded by asphalted yards of limited extent. Yet here the culture of plants need not be neglected, for by the use of window boxes much may be accomplished.

The pupils of schools thus situated often live in crowded tenement house districts, their only "garden plot" being a small balcony or the window ledge.

Window-box gardening appeals especially to these children, and the care of plants in their own homes may be made a source of delight thruout the year.

To insure healthful blossoming plants requires a little study into the habits and requirements of different varieties, and daily supervision. This necessarily means added work, but no teacher whose class-room has for one winter been brightened by the blossoms of well-cared-for plants, will ever again be willing to deprive the pupils of the pleasure thus afforded. The care of the plants may be lightened by enlisting the services of the pupils—willing helpers will be found. By assigning this work to certain pupils for one week-and to others the next, we soon find that our part requires but a few minutes each day,

with additional supervision on Fridays.

During the month of September plans should be made for the winter window gardens. Experience has proved that boxes of galvanized iron are, in some respects, superior to wooden ones. These may be ordered at a tinsmith's and made of such shape and size as best suits the windows in which they are to be placed, but in depth they should be not less than seven inches. Altho always desirable, it is not necessary to have holes for drainage in the bottom of the box, but when holes are made, shallow trays of the same material should be provided in which to stand the box. In the bottom place a layer of charcoal, over this, if possible to secure it, a layer of moss, and on top of this the soil, prepared by mixing some rich garden soil with loam from the woods. If this

cannot be conveniently secured, prepared soil may be bought at a florist's.

For the sunny windows secure heliotropes and geraniums, the latter being a most satisfactory plant. seeds of nasturtium, petunia, and other annuals will blossom in the early spring months. Fuchsias and primroses flourish in east and west windows. While for the north there is nothing more satisfactory than begonias, of which there are many varieties furnishing beauty of leaf if not of bloom.

A Successful Experiment.

The experience of one school may be of interest and furnish encouragement to others similarly situated. The building was new and it was decided to make the culture of plants a feature of the educational work. Desiring early bloom, the first plants were secured, by purchase, from a florist, each class-room being provided with four boxes filled with fuchsias, agertum, geraniums, heliotrope, etc. A kind-hearted neighbor, appreciating the efforts, donated an immense century plant, which still finds a home in the sunny south hall. Soon another friend sent a large cactus of the flowering variety, and this was followed by the donation of an oleander and other plants.

Did they require care? Yes, and received it, repaying in full measure by giving their fragrant bloom thruout the winter months. The children brought old forks and with these kept the soil loose about the roots of the plants, loose soil being as necessary to the healthful growth of plants as is sunshine. Water was given only when the soil was dry, but on each Friday all the boxes were (and still are) carried into the halls and here the plants were thoroly sprinkled. This work being heavy plants were thoroly sprinkled. it is done cheerfully and eagerly by the older boys.

In June hundreds of cuttings were made from the geraniums and begonias, and these were placed in shallow boxes of sand and stood in shaded windows. rooted they were placed in pots and sunk in the kindergarten flower bed. At the close of the school year the boxes were moved, one placed in each front window of the building, and the remainder set in the front school yard.

All of these plants were cared for during the summer months by the janitor. The following September found us well stocked with young plants. Allold ones were removed from the boxes, fresh soil provided, and the cuttings, now grown to thrifty plants were placed in the

^{*}The school whose successful work is here described is School No. 12, at Yonkers, N. Y., and the leader who organized and directed the enterprise is the principal of it, Mrs. Elizabeth Sanborn Knapp.

boxes. Fresh slips were taken from the old plants, and these and the old roots were given to the pupils. In this way hundreds of plants are distributed each fall. From a small beginning, we now, at the end of five years, have more than fifty window boxes, besides numberless pots of ferns, joint plant, etc.

Out-of-Doors Work.

Nor is the study of wild flowers neglected, for thruout the spring, summer, and autumn months each class makes weekly trips to the woods. In the fall the pupils return laden with specimens of seeds of many varieties. These are studied and classified as "Seeds with wings," "Edible seeds," "Seeds carried by the clothing," etc.,

In the spring the first flowers are watched for. Roots are taken up and placed in the sand trays with which each class-room is provided. From now on each new plant is eagerly sought and it finds its place in the tray. No prettier decoration can be imagined than these small wood gardens.

In January the subject of germination is taken up. Bulbs are studied and planted in boxes and carefully watched for the first sign of leaves and flowers. Tulips and hyacinths repay us with their gay blossoms.

In March each pupil is requested to bring two old tm cans. Each class is taken to the "shop," and here holes are punched in the bottom of the can. This event is hailed by the little ones as affording a most delightful opportunity to use hammer and nails. From the shop they go to the school yard where they pick up enough stones to cover the bottom of the cans, which are then taken home to be filled with soil; or the class makes a trip to the woods where the cans are filled with leaf mould. To each pupil is given two seeds, usually those of the nasturtium; these are planted in the cans, placed outside the window ledge and cared for by the pupils, each can being labeled with the child's name.

When Decoration day arrives the pupils are asked for donations for the soldiers' graves, and each gives proudly one of his two plants. In June the other plant is taken home and letters written in the fall attest to the care given to the plant and the pleasure afforded thereby. Many of the plants find a resting place on "baby's grave" or some other that is tenderly cherished in the family burial ground.

The members of all classes old enough to write letters have formed "Cornell Junior Naturalist" clubs and enjoy thoroly this part of their nature study.

One teacher has made a specialty of blue prints, and specimens of each flower and leaf gathered during the weekly walk is photographed in this simple manner, and mounted, forms a most attractive corner in the class-room.

The results of the work are apparent in many ways. A "home garden" club was started last spring by a woman interested in social work. Prizes were offered and of these thirteen were won by our boys and girls.

Being blessed by an abundance of material we do not forget those less favored and have "adopted" a New York school situated in a congested east side district. In the fall, boxes of seed pods, nuts, burrs, etc., were sent. In the spring twigs of the alder, willow, horse-chestnut, etc., and later on shallow boxes were taken to the woods and filled with blossoming plants for "our New York school." Moss covered the soil and these "bits of the woods" were crated and expressed, reaching their destination in time for "Arbor day." There came back to us letters telling of the delight of the recipients and adding to the happiness of the givers.

Some of this material was sent to a school well able to pay for it, and with the money thus earned will be purchased a picture for the class-room of the pupils who made the collection.

The school in which the above has been tried, with success, is not placed in a quiet residence part of the town, but on a busy thorofare in the midst of the homes of the working classes. During the warm weather plants

in boxes line the school walks; dozens of potted plants of all kinds stand around, yet never has a plant been stolen or even a flower picked, altho the school-gate stands open, and but a few steps would place the plants within reach of anyone disposed to take them. A neighborhood pride is taken in "the school with the plants," and many a window box has appeared in nearby windows. Kind friends still remember us. Some, owning plants too large to be wintered in their homes, loan them to us Thus has the work grown. for the winter months. Plans are now being made whereby it will be possible to provide each class with out-door gardens. Boxes will be placed along the school fence about two feet from the ground, and a section assigned to each class. In these will be planted drooping plants, climbing vines, and cuttings from the window boxes. Much pleasure is already anticipated from this out-door work.

C ...

The School "Des Roches." II.

(Continued from page 551, November 28.)

A glance at this program shows that the moral, intellectual, and physical sides of the boy's nature all receive a share of attention in this new school.

The school life of the pupil at "Des Roches" covers six years, divided into two parts of three years each. In the first three years the studies are prescribed; in the last three they are, to a large extent, elective. This division, the founder declares, corresponds to the needs of human nature itself, which the ordinary schools fail to take account of.

It is clear that a young pupil in the lowest grade of school is absolutely ignorant what profession he will enter later; he is ignorant, and his parents are equally ignorant, what his tastes and aptitudes are. With the usual scheme of studies it is necessary to decide blindly, when the child is very young, either for a classical course or a scientific one, and that choice may weigh the pupil down during his whole life. The parents, in nine cases out of ten, play with the future of the child as with dice. This matter of education is too often a fearful gamble. And, as academic education has a great prestige, the parents generally decide (especially in England and France) on what we term the classical education.

In this French school it is exactly for this end of deciding judiciously the question of a profession that the first three years of the school life are spent in general studies in order that all sides of the child's activities may be explored.

The Course of Study.

In the course of study at the school Latin and Greek play no part in the lower grades; in other words, the idea of a six-year preparatory course, such as we have in many cases in America, is not considered beneficial. It is considered sufficient to begin these classical studies when the mind is more capable of the effort.

The removing of Greek and Latin from the curriculum leaves a large amount of time to be filled. For the basis of forming a course of study there should be "the materials which every man ought to know, no matter what his profession." It is also necessary to know how these materials may be rendered accessible to the intelligence of children below the age of fourteen.

The course of study, as in force at "Des Roches," comprises a first group of studies which occupies the time given to Latin in the regular schools; that group is the living languages. These are represented by French, German, and English; that is to say, the mother tongue, and the most indispensable foreign languages. But the mother tongue is not taught in the ordinary manner. Grammar is frowned upon. The true method of teaching language, it is believed, consists in getting children to read the best authors; it is by reading that style, and later, spelling and ordinary grammar, enter the mind.

As for the foreign languages the method of teaching is by speaking it. Grammar is studied only as an aid.

The pupil is taught by the ear rather than by the eye.

This, of course, is the natural method.

Geography and history also form an important part of the curriculum, but the old-fashioned methods have been discarded. Geography is no longer a dry naming of mountains and rivers, and history the memorizing of a list of dates. They are taught by showing the real man in different places and at different times. The pupils are taught that the geological, botanical, and zoological phenomena influence, indirectly, the social state, both past and present. They learn that this social state, after being created, in its turn caused the manifesta-tions of human thought in philosophy and letters to They learn that the physical and chemical phenomena have transformed the globe and have modified human and social life. In a similar manner, all the teaching in the school tends to co-ordinate knowledge.

Mathematics is taught by giving it a practical character. The figures are made interesting, as in the farm accounts; natural science is taught by direct observation, and it becomes intelligible and the children grow enthu-

siastic over it.

A large amount of practical work is brought into the course of study principally for the effect it has in developing the body. Gardening, iron, and woodwork are some of the forms of manual training the school encourages. The pupils visit farms and workshops, collect minerals or plants, and survey land. This part of the study has been found to be of great importance in putting the child in direct contact with the different forms of life.

The mid-day rest is given up to play and physical exercises, such as football, cricket, tennis, bicycling, and canoeing. The aim is to develop all parts of the mind The doctrine is that the school ought to develop, at the same time, an increase in knowledge and the

expansion of the chest.

The evenings at this "Des Roches" are reserved for recreation. The young people are made accustomed to the society of their elders and taught to be at their ease. The programs include reading, recitations, plays, woodcarving, and dancing. Sunday evening is reserved for religious and moral instruction. The children are taught that religion penetrates into all parts of life and ought to penetrate the individual thoroly, directing all his acts.

With instruction of this character, at the end of three years, a child speaks three modern languages-French. English, and German. He has spent considerable time on history and geography, physics, and chemistry, of all of which he has considerable practical knowledge. He has some notions of gardening and cultivating the ground; he has been initiated into working in wood and iron; he is developed physically by the life in the open air and by practicing different exercises; he has a mind open to art, music, and social life, thanks to the evening exercises. How does the American boy, after the last three years in the secondary school, compare with this result?

Under the influence of this varied education the latent talents of these children of twelve or thirteen are shown in one way or another, for their intellectual curiosities have been aroused. They are not confined to the painful translation of Latin and Greek. They have made openings into all the avenues of science and life. They can choose with knowledge concerning the different courses

of study to be pursued in the future.

The last three years in the course of study of the school "Des Roches" are given over to learning, in much the same manner as before, the things which shall fit pupils for a college or scientific course, business, or farming. The only element in this instruction of new interest is the method of teaching Latin. (Of course, Latin and Greek predominate in the course for the boys who are going to college.) In place of the old practice of translating these languages by means of the dictionary there is substituted an extended reading of the original text with the aid of a translation. Grammar is not studied, except in case of difficulties raised by the text. It is placed after the reading as an aid, and not before as an obstacle.

Let us see how far the pupil will have progressed when he is ready for college. He will be able to speak, read, and write two foreign languages. He will have a theoretical and practical knowledge of physics, chemistry, and natural history. In geography and history he will have a complete and correlated knowledge instead of a few disjointed notions. He will have an equal knowledge, with the students from the ordinary school, of mathematics, French, Latin, and Greek.

The Teachers at "Des Roches."

A teacher's qualifications for a position in this schoo are, of necessity, extensive. On the moral side, he must be a Christian and a gentleman, of punctual and diligent

On the intellectual side, he must know thoroly the subjects he wishes to teach. He must know French and France, arithmetic, algebra, geometry, trigonometry the physical sciences, surveying, and design. It is desirable that he know Latin and Greek, and singing, cricket, and stenography will be found useful.

On the physical side, he must be well built, of good health, energetic, and free from any weakness of the eyes, ears, or voice. He should be prepared to be like

an elder brother to his pupils in their games.

The reader will see that all these arrangements and methods tend to all round development of mind and body. A broad education cannot neglect either mind or body, because these two elements are inseparable in man, and man ought to be equally masters of both. It is not necessary to sacrifice the mind to the body, nor the body to the mind, but to establish, as much as possible, an equilibrium between the two.

Football Conclusions.

The Chicago Tribune has compiled the football record for 1903, as follows:

Nineteen lives were lost on the football field during the season of 1903. One boy was driven insane by injuries. Thirteen players were severely injured, some of them being disabled for life. The number of minor but painful accidents goes into the hundreds, and the list of the severely injured necessarily also is incomplete.

The feature of this tabulation is that it shows the serious casualties were confined to untrained players. No member of any of the first-class elevens was killed or permanently disabled. One Yale player and one Harvard player suffered a broken leg.

No player in any of the teams of the "big nine" in the West was the victim of any hurt worse than a wrenched shoulder, a bruised head, a sprained knee, or a

turned ankle.

In consequence of the injuries sustained by their players, several of the minor schools have forbidden the game of football. Two towns, Columbus Junction, Pa., and Greenfield, O., have stopped the sport as the result of petitions circulated by parents.

THE SCHOOL JOURNAL,

THE SCHOOL JOURNAL,

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription prices, \$2 a year. Like other professions i journals The School Journal is sent to subscribers until specially ordered to be discontinued and payment is madein full.

From this office are also issued four monthlies—The Teachers until specially ordered to be discontinued and payment is madein full.

From this office are also issued four monthlies—The Teachers of Institute. The Permany School (seech \$1.00 a year), and Educational for the teachers of all grades, the primary teacher and the student; also Our Times (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more in portant catalogs are published:

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Proposed Course in Nature Study.

Report of Committee of Chicago Principals' Association.

Grade VI. Physiology.

SKIN.

SKIN.

1. General observations. Notice how the skin covers the body; fits it; show how elastic it is. Why does the skin make folds at some places? How does that on the back of the hand differ from that on the palm? Why? Which is more sensitive? Try a pin point. Press the palm in soft putty. Notice the fine lines or ridges. What is their direction? Where does the perspiration come to the surface? Do we perspire continually or only in warm weather? Cover the hand or neck with a piece of sheet rubber or oil cloth. Are the hairs rooted in the skin or deeper? Are the finger nails fastened to the skin or to the bone? Try to find out by pressing them in different directions.

fastened to the skin or to the bone? Try to find out by pressing them in different directions.

2. Structure. There are two layers of skin; the outer is thin, almost transparent, and composed of small scales closely crowded together. Show pictures. This is the scarf skin or epidermis. The true skin or dermis lies directly under the scarf skin. This is well supplied with blood vessels and nerves. In it are imbedded the oil and sweat glands and the hair roots. Boil a piece of pork rind until it becomes jelly-like and notice how the hairs are attached. Show pictures and diagrams of the glands, hair, and capillaries, and nerve filament or papillae.

and diagrams of the giands, hair, and filament or papillae.

3. Uses. The skin protects the muscles and nerves, is the medium of touch, is the basis of the hair and nails; it is a cover of beauty; regulates the temperature of the body; above of the body of the body of the body; above of the body of the sorbs medicine and a little oxygen; carries off-some of the waste of the body—sweat, a little CO2; supplies oil to keep it soft. The true skin when tanned becomes leather, the scarf skin being generally removed in the process.

KINDS OF FOOD.

What do we get from animals? From plants? From min-

erals?
3. Food-Stuffs.—(a) Make lists of the articles that we eat.
These articles are properly called food-stuffs. They consist
of a small number of kinds of food. One kind of food is
called carbo-hydrates. Starch and sugar are the principal called carbo-bydrates. kinds of carbo-bydrates.

(b) Another kind of food is called hydro-carbons. Fats and oils represent the hydro-carbons. Another kind of food is called proteid. Lean meat and white of egg represent very well the proteids. Many food-stuffs contain more than one kind of food. Bread, as commonly made, contains all

three kinds.

(c) Show starch. Illustrate the different sources of starch. It is found in potatoes, flour, corn, beans, peas, and most of the grains and many fruits. The test for starch is iodine solution, which produces a blue color with starch. Mention the different kinds of oils and fats that children are acquainted with. Which are used for food? What is the source of each? Mention other sources of oils not so familiar to children. Thus corn real earth for a part of the source. to children. Thus, corn meal contains nearly five per cent. of oil.

of oil.

(d) Each kind of food requires a different process of treatment in digestion. It is evident that food cannot be taken into the blood and become tissue until it has been changed. This change is called digestion. It consists in every case in dissolving the food to a liquid form.

DIGESTION.

As there are three kinds of food, so there are three kinds of digestion—mouth, stomach, and intestinal.

1. Mouth digestion. Preparation, such as cooking, cutting,

etc.

etc.

(a) Teeth. Notice the three kinds of teeth—incisors, cannine, and molar. Uses of each; how the shape is adapted to the use; which are like the dog's? which are like the horse's or cow's? What kind of food would that suggest?

(b) Tongue. What has the tongue to do? Why is it so structured that it can be protruded? It manages the food in the mouthand with the aid of the cheeks keeps it between the teeth. What have the nose and eyes to do with our food? Wipe the tongue dry and put a lump of salt or sugar on it. What is necessary to bring out the taste? Touch sugar or other food to the lips, tip of tongue, sides, under tip and back of tongue, different parts of the palate to discover location of taste. Papillae on the tongue. How does the tongue assist in swallowing? What keeps the food from passing down into the windpipe? What from going up into the nasal passages?

passing down into the windpipe? What from going up into the nasal passages?
Starch must be changed into sugar before it will dissolve. Saliva will change a part of the starch into a kind of sugar; the pancreatic juice will change the rest.
(c) Glands. There are three sets, or pairs of salivary glands. The sublingual are situated under the torgue. The opening of the ducts from these glands may be seen in good

light with a magnifying glass. The maxillary glands under the jaw also pour saliva into the mouth under the tongue. Raise the tip of the tongue and wag it. The parotid glands are between the ear and the angle of the jaw and pour the saliva into the mouth on the inside of the cheeks just opposite the molars that chew the food. Food should be slowly and well chewed so that the starch may dissolve and change into sugar as far as possible. Continual chewing drains the system and is weakening and quite probably injurious to the nervous system. system.

system.

2. Stomach digestion. The food passes from the mouth thru the esophagus. This is a muscular tube leading from the mouth to the stomach. The muscle contracts behind the ball of food, forcing it ahead of the contraction into the stomach. It is about nine inches long.

The stomach is a bag capable of holding about a quart. It becomes larger or smaller as the amount of food is greater or less. As the food falls into the stomach, its lining secretes the second juice of digestion, called the gastric juice. This the second juice of digestion, called the gastric juice. This digests the main part of the food, the proteids. Some of the food changed here to a liquid is carried from here to the

blood.
3. Intestinal digestion. The undigested foods, particularly the oils, fats, and undissolved starch, pass out of the stomach thru the pylorus into the intestines. This is a small tube about twenty-five feet long. Near the stomach it receives the juice from the gland called the pancreas, which acts on the starch. A little farther along it receives the bile, an olive yellow juice or liquid from the gall bladder. The largest gland in the body is the liver and secretes the bile, which acts on the fats and sugars. In the walls of the intestines are small villi which absorb the digested food and carry it to the blood.

Zoology.

EARTHWORMS.

1. Find their burrows and observe from day to day the castings they bring up (the amount brought up on a square yard may be weighed and calculations made as to the quantity brought up on an acre). 2. Put earthworms in a tumbler, or better a jar, full of soil, and discover how they burrow. How do they bring up the soil? Notice whether they burrow in the light or only in the dark. Give them some small green leaves, and paper cut in the shape of leaves, to see what they will do with them. Have they the sense of hearing? Notice the structure of their burrows. 3. They are smooth, often lined with various substances, even bits of crockery or pine needles. At the lower end of some burrows are small gravel, seeds, and other substances. 4. The value of the earthworm to agriculture in loosening the ground. 5. Found in almost all parts of the world. Where are they not found? Why? 6. Structure. Distinguish the front end. How does it differ from the other end? How does the worm move? Put earthworms on a plate with a little water. Let the sun shine on them. Can you see something of the internal structure thru the skin? Discover the bristles which aid in crawling. To do this draw them between the thumb and finger. Will an earthworm lie on its back? Will an earthworm drown when placed in water? As the earthworm 1. Find their burrows and observe from day to day the and finger. Will an earthworm he on its back: while an earthworm drown when placed in water? As the earthworm breathes thru the skin, it cannot live long on a dry surface. It gets most of its food from the soil which it swallows while burrowing. It also eats decaying matter on the surface at wight. face at night.

MIGRATION OF BIRDS.

1. What birds have been with us all winter? Which came

1. What birds have been with us all winter? Which came first? 2. Make a list of those seen this month (this list might begin in February). 3. What do the birds eat that come first? What food is there for them? What do April arrivals eat? 4. Is there any difference in the shape of the beaks of the early and late comers? Account for it. Continue the list thru May.

Learn to recognize the birds by their flight, position in perching, and by their calls. Learn to recognize to which of the orders the familiar birds belong: 1. Seizers, hawk; 2. scratchers, turkey or hen; 3. runners, ostrich; 4. perchers, robin; 5. climbers, woodpecker; 6. waders, heron; 7. swimmers, duck. Summer residence of birds, some here, some farther north, and some on islands north of the continent. Why?

THOUSAND LEGS.

THOUSAND LEGS.

The thousand legs and centipedes (hundred-footed) resem-The thousand legs and centipedes (hundred-footed) resemble insects in some points, while in others they remind us of worms. They may be found almost everywhere under stones, decayed boards, and old wood. Find in what respect they are like beetles: the head, feelers, and rings in the body. Can you find any that really have five hundred pairs of legs? There are different species, varying in the shape of the body and the number of legs. They do not pass thru a complete metamorphosis, but come out of the egg in very much the same shape that they have when full grown. Can you find young ones having fewer legs and rings than the

GRASSES.

GRASSES.

Lead children to discover the following facts: culms erect, round, bearing two-ranked leaves, usually hollow, except at the nodes, from each of which rises the sheath. The two kinds of inconspicuous flowers at the end of the stems are crowded into spikes. Each spikelet is enclosed in a pair of glumes and has but one dry seed.

Hay Crop.—Its importance, how handled, different kinds. Maize is a grass, but its stem is not hollow; it is filled with pith containing a few small, tough fibers. The staminate flowers are on the top, and the pistillate on the side of the stalk; the latter forming the ear. The silk is a collection of pistils each developing a kernel. Uses and importance of corn crop. corn crop.

Form.—Culm generally triangular, solid, branched, bearing usually three-ranked leaves. Flowers grow in the axils and form short spikes. Compare with the stems of grasses, also their sheaths and flowers.

Sedges form rush-like, grassy stems and may easily be taken for grasses. They are used as coarse hay, also for making binding twine.

SEDGES.

STEMS.

Vertical, horizontal, and all positions between.
Woody.—Pithy, medullary rays, heartwood, alburnum, barklayers.

barkiayers.

Herbaceous.—Harder on the outside than within, like grasses or weeds, some partially woody near ground.

Means of getting up into the sunshine.—Hooks, tendrils, rootlets, disks (Boston ivy), twining about supports (hops turn from the sun, morning-glory against it; how the beans? how ivy?)

Some stems, as those of trees, add a layer of new growth on the outer periphery just under the bark, and for this reason are called exogens, that is, outside growers. Others grow by expanding from within. These are endogens or inside growers. Such are: maize, cane, bamboo, palms, bamboo, side growers. nana "tree."

STEMS AND ROOTS.

Teach differences: stem forms ascending axis, by form-Teach differences: stem forms ascending axis, by forming internodes successively, each node bearing a bud or two (forming branches); roots grow from the stem, forming a downward axis, does not grow by internodes but continuously, forms branches anywhere, seldom buds (observe sweet potato). Find the tender part of the root, the root-cap, see the root hairs. Propagation by layers, cuttings, and runners (stem strikes root). Underground stems, like those above ground, grow buds from which arise branches that form stems or may bear tubers, as the potato. (See some early spring flowers.)

WOODS.

Make collections. Notice grains, curls, and knots of different kinds. How should a log be cut to show the various grains? Advantage of quarter-sawed oak. Uses of various woods. Effects of paints and varnishes; fillers and stains.

Geology.

GRANITE.

GRANITE.

Collect pieces of different kinds. Broken boulders, especially those having large crystals, found in the neighborhood of Chicago are best for this purpose. Some of these crystals are glassy in appearance, six-sided, do not break smoothly, and will easily scratch glass—these are quartz. Some are small, imperfect cubes, will break smoothly in three directions, will not scratch glass ordinarily—these are the characteristics which belong to feldspar. Fragments of a third kind are often found in granites, consisting of thin, shiny scales, which can be scratched with a pin—these are mica. Instead of mica we sometimes have a dark-colored, softer material, which is hornblende. Gneiss is a granite having its constituents arranged in layers or bands. Quarry men often call it "bastard granite." The granites will not effervesce if acid be dropped on them.

Pure crystals of quartz or feldspar may be compared with the crystals in granite. The feldspar is much more easily decomposed than the quartz. When granite weathers down, the quartz is usually left as grains of sand, and the feldspar is swept away, forming clay.

is swept away, forming clay.

IGNEOUS AND STRATIFIED ROCK.

Igneous rocks are those which show the action of fire upon them, that is, the material of which they are composed was at one time in a melted condition. Such are lavas, which poured out from volcanoes and filled crevices. dykes, veins, and the foundation rocks in all parts of the globe.

Stratified rocks show the action of water. They are found in layers and unless disturbed by changes on the earth's crust still lie in a horizontal position. They are composed of rock material which has been deposited by water. For

this reason they are often called sedimentary rocks. generally contain fossils. They

SERIES OF ROCKS.

1. Clay forms an interesting series. Clayey rock is discovered by its peculiar odor when breathed upon. It is fine grained. Under pressure it becomes layered or shale. If heated it becomes slate. Which ways will it split? Are there bits of mica present? What is their position in relation to the mica cleavage? Under greater heat slate becomes a schist. If the minerals are arranged in bands it may have the appearance of gneiss. 2. Sandstone. What is sandstone composed of? Are the grains all so hard that they will scratch glass? What colors can be found? In the presence of water quartz may become beautiful crystals. If other minerals be present to add color, we may have agate, onyx, chalcedony, carnelian, amethyst, topaz, emerald, and other valuable gems. The crystals under other conditions may become augite, a very hard and usually dark-colored stone. 3. Limestone under metamorphic agencies becomes crystalline or marble. If mixed with magnesium, it becomes dolomite, a coarse marble. Sometimes a serpentine rock is mixed with it and produces the beautiful dark green veined marble. Sometimes iron gives it a brownish effect as in Mexican onyx (not true onyx). 4. Conglomerates. Find rocks made up of fragments joined by one of nature's cements. Eggstone or colite is made up of small round grains like fish eggs. Others consist of broken fragments of various rocks or shell. Coquina is a conglomerate of broken corals and shells. When the fragments are angular, not rounded, it forms breccia. When they are large and rounded it is "pudding stone." 5. Coal stone. Coal ranges from the softer grades to the flinty, hard, glass-like anthracite and graphite.

These lessons should be undertaken only so far as speci-SERIES OF ROCKS.

the solver grades to the finity, hard, games and graphite.

These lessons should be undertaken only so far as specimens are at hand to illustrate. Collections may be kept from year to year and added to as opportunity offers.

PEBBLES.

Make a collection and arrange a series from the most angular to the round. Discover from their shape, if possible, something of their history. Why are some flat? Trace the history of a pebble from the ledge to the gravel bed. Stony island was once a high mound of limestone, as may be seen by the inclined rock that now forms its almost level surface.

GLACIERS.

GLACIERS.

Glaciers are rivers of ice flowing slowly down the snow-capped mountains. A glacier originates in the snow on mountain peaks. By pressure from above and gravity, it moves slowly along the valley. When it reaches the warmer region the sun melts it and forms a river. Stones and debris fall on the ice from the slopes on either side. These are carried down and dropped where the ice melts, forming great heaps called terminal moraines. Greenland is covered with a sheet of ice which is several hundred feet thick in some places. It is gradually moving down the slopes toward the sea. Pieces often miles in length break off and float away as icebergs. There is proof that most of North America was once covered with a similar sheet of ice. Evidences of such a sheet are: 1. Scratches on the surface rock from the northeast and north. 2. Presence in many parts of the United a sheet are: 1. Scratches on the surface rock from the northeast and north. 2. Presence in many parts of the United States of Lake Superior and Canadian granites in the shape of boulders. This ice sheet moved forward in a south and southwest direction. By its great pressure it broke up large amounts of surface rock, and ground them into soil. As the ice melted and flowed away in streams, the powdered rock formed banks of clay or spread out over flat surfaces in layers. These are known by the names of drift and boulder till. Nearly all the soil lying upon the solid rock in the northern United States was made in this way. Often large granite fragments were broken up and frozen into the lower part of the ice. They acted like huge cutting instruments, planing down the solid rocks and scratching them. Many moraines may be seen south of the Great Lakes from Illinois to Pennsylvania. At Barrington and Chicago Heights, near the city, excellent examples of these moraine regions may be seen. be seen.

(To be continued.)

C ...

Education Thru Nature Study is a work on this important subject that will challenge the attention of both teachers and parents. The author, Prof. John P. Munson, Ph. D., of the State Normal school of Washington proposes to assist the teachers thru his experience and study—but who are bewildered by the vast array of objects and phenomena that present themselves. This is a most timely book written in a most practical and scholarly way. Those who wish to stand high should send for it to E. L. Kellogg & Co., the publishers. publishers.

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Manual Training Schedule. III.

By Dr. James P. Haney, Director of Manual Training, New York City.

Total time per week, 180 minutes, to be divided into five periods of appropriate length for lessons on drills, object drawing, illustrative drawing, color, and design, and constructive work.

For half-day classes, the lessons in object drawing and constructive work are suggested.

Line Drills.-A lesson on drills should begin the day before each lesson in object drawing. Backward pupils should practice these drills upon the blackboard. Aim to secure in this practice correct pencil holding, flexible wrist and free arm movement. For the last five weeks a lesson on plant form drawing should be substituted for the drill lesson.

OBJECT DRAWING LESSONS,

(One lesson each week.)

Aim to secure proper pencil holding, free arm movement, and drawings of good size, well placed and propor-Cultivate power of making individual judgments.

In plant form drawing aim to express growth. Secure true direction and shape of mass. Use color where possible.

In object drawing, use crayon or pencil; in plant form drawing, crayon, chalk, or brush.

- 1. Drill on vertical, horizontal, and oblique lines.
- 2. Draw flat object, as banner.
- 3. Flat object, as swallow-tail pennant.
- 4. Flat object, as round-top kite.
- 5. Vegetable or fruit form in mass.
- 6. Flat object, as shield.
- 7. Flat object, as dust-pan.
- 8. Flat object, as chopper. 9. Vegetable or fruit form in mass.
- 10. Flat object, as circular fan. 11. Flat object, as semi-circular fan.
- 12. Flat object, as whisk broom, or vegetable or fruit form in mass.
 - 13. Draw grasses, or vegetable or form in mass.
 - 14. Draw grasses.
- 15. Draw large simple leaf in outline of flower in mass
 - 16. Large simple leaf in outline, or flower in mass. 17. Large simple leaf in outline, or flower in mass.

Illustrative Drawing .- A lesson each week, as appropriate opportunity offers, in connection with language work (poems, stories, etc.), nature study (plants, animals, natural phenomena, etc.), individual experiences (occupations, games, holidays, etc.). Aim to secure clear, expressive drawings, with the story told by each pupil in individual manner. Emphasize proportion and action. Develop power of expressing distance. Practice on ele-

ments may be given, but no illustration is to be copied. LESSONS IN CONSTRUCTION, COLOR, AND DESIGN.

(Two lessons each week.)

Construction.—In making forms rising from the child's interests in his surroundings aim to secure neatness and dexterity in handling. Knowledge of the reason for each step taken should be developed so that the pupil may be prepared to use such knowledge in the making of original forms.

Design.-In the decoration of constructed and other forms aim to secure original units showing both simplicity and variety in repetition, alternation, and radiation. Use few elements and proportion the unit to the space it is to decorate.

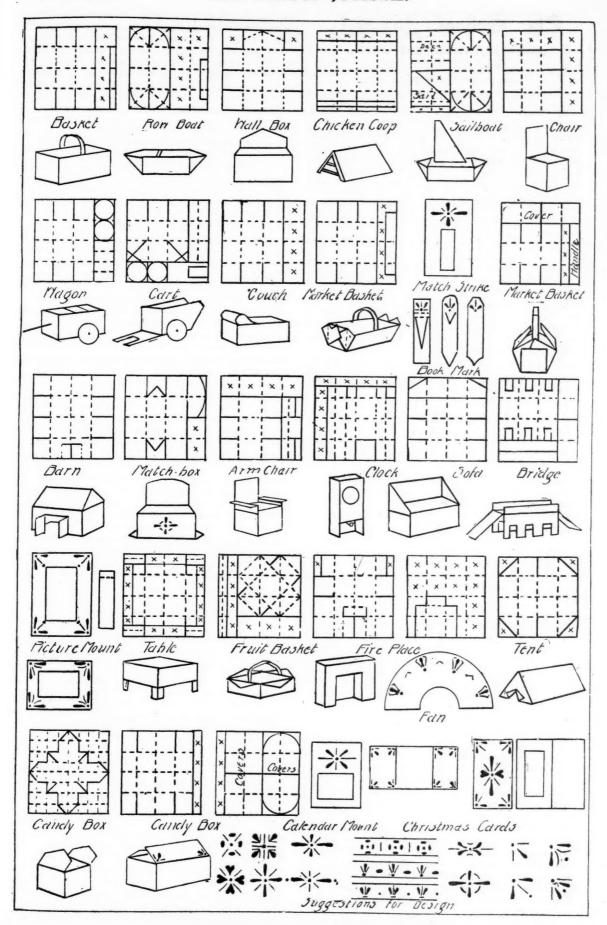
Color.—Aim to develop recognition of the six standard colors, their tints and shades, as they appear apart and in the study of color in nature and design.

In the following lessons the exercises are suggested by the seasons, holidays, and pupils' interests. Other forms than those indicated may be substituted after consultation with the special teacher.

Use spaper, sticks, raffia, or other appropriate materia'

- 1. Lay spectrum (twelve or eighteen colors).
- 2. Practice dictated and original rosettes, showing alternation of lines and spots.
- 3. Practice original rosettes, showing alternation.
- 4. Make and decorate form, as valentine (original ro-5. Make foundation fold for basket or sled.

 - Make chair, or fold and cut wagon or cart.
- Teach lighter and darker in standard colors. nect with colors in nature and textiles.
 - 9. Make couch, or complete wagon or cart.
- 10. Practice original rosettes, showing alternation, for decoration of form to be made, eleventh lesson.
- 11. Make form to be decorated, as match strike or bookmark.
- 12. Decorate form made, tenth lesson; original rosette.
- 13. Make market basket or barn, or free cutting-vegetable or fruit form.
- 14. Tints of six standard colors; connect with colors
- in nature and textiles. 15. Practice original balanced or corner units for form to be decorated, as Easter card; or make arm-chair or
- clock; or free cutting-egg, bird, etc. 16. Make form, as Easter card, and decorate; or make
- sofa; or free cutting-bird, rabbit, basket, etc. 17. Make form, as box for seeds; or free cutting-
- vegetable, fruit, animal form. 18. Make table or basket, or free cutting-fish or
- turtle, etc.
 - 19. Shades of six standard colors.
- 20. Make standing picture mount, or booklet or other form to be decorated.
- 21. Practice design for constructed form; original rosettes, or balanced or corner units.
 - 22. Practice design for constructed form.
- 23. Decorate form constructed twentieth lesson (original rosette, or balanced or corner units).
- 24. Make form, as tent; or free cutting-suggested by picture or by spring games.
- 25. Make form, as sail-boat or row-boat; or free cutting-animal form or action figure.
- 26. Lay scales of one or more standard colors, with tints and shades.
- 27. Make form, as lunch basket; or free cuttingsuggested by games.
- 28. Make form, as chicken coop; or free cuttingsuggested by picture or by reading lesson.
- (Four alternative exercises in construction are now offered. The folds and cuts may be made according to direction, or the pupils may be allowed to make original forms from original foldings.)
- 29. Make form to be decorated, as fan, or match-box; or make original form.
- 30. Practice design for constructed form (original balanced units); or make original form.
- 31. Practice design for constructed form; or make original form.
- 32. Decorate constructed form; original balanced units; or make original form.
- 33. Make form, as bridge; or free cutting-suggested by story or coming holiday.
 - 34. Matching tints and shades in natural forms.



Primary Paper Folding, Grade 2A, New York City.

The School Zournal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING DECEMBER 12, 1903.

Mr. George H. Cockburn, a member of the Mosely Commission which recently visited our schools, left us before his return to England a timely word of suggestion which is well worth pondering. He found that Americans are too lavish in their expenditure for school buildings and that some of the money thus spent might be more advantageously employed in raising the salaries of the teachers. He found, and in this the members of the Moseley Commission were almost unanimous, that we have not enough men teachers. While feeling satisfied that there should be a preponderance of women teachers for pupils under fourteen years of age, he was assured that pupils beyond that age should be taught by men. dearth of men teachers had been explained to him as due to the low salaries paid. As a man of affairs well acquainted with the condition of teachers, he was convinced that the salaries paid men teachers in America are altogether too low. Salaries here, he said, are about the same as those paid in England, but across the sea the expenses are much lower than here. That is why he advised a little more consideration for the needs of the teacher. burden for the beautifying of the schools ought certainly not to be placed wholly upon the teachers. We thank Mr. Cockburn for placing the matter squarely before the people of this country.

Back to Nature.

The intellectual influence of Rousseau has not ceased after the lapse of a century and a half. All persons were designed by the Creator to feel the sway of nature. Rousseau felt that an influence had been exerted upon himself and he traced it back to nature. His explanation was so clear that it was hailed as a discovery and an effect was produced by his words that seems incredible to us. To charge it upon the mercurial temper of the Parisians, or upon the times that were sadly out of joint will not explain the delirium that ensued. We must admit that Rousseau was a discoverer and a man of wonderful genius, however much we may disapprove his morals.

History repeats the story of civilization in cities—as exemplified in Babylon, Memphis, Athens, and Rome—of the accumulation and vile employment of wealth by a limited number, of a moral decay and physical deterioration, of the appearance of other people, nursed in deserts and wildernesses who became conquerors and possessors, and who in turn became weak and were in turn dispossessed. We dig among the ruins in the Euphrates valley and find vast libraries; so in the Nile valley. But books of man's inventions cannot be a substitute for the book of nature which was constructed by the Creator for his children.

Rousseau, without intending it, recalled the human race to an individual communion with nature. He wrote Emile to illustrate his idea of employing nature in the education of children, altho the volume has not been taken seriously yet by educators. During the last half century the experiment has been made of placing neglected children in the country for a longer or shorter period; the Children's Aid Society, advocating the former, and many churches, associations, and individuals—the latter working in what are known as Fresh Air Colonies. Every year witnesses an increased interest derived from the experience of the preceding year. The fancy of Rousseau has taken another form than that he pictured out in Emile.

When the study of nature was first proposed it was as an adjunct to geography and meteorology. But Rous-

seau meant none of these things. A life spent on a farm he believed would yield a happiness unknown to the dweller in the city. The contemplation of nature he believed would impress a tranquil and beautiful character. This conclusion he reached from introspection. We may not admire the morality of the man, but when he attempts to interpret the influence of nature on human beings he is to be heeded.

The poet Street says:

"Nature is full of wisdom high Would we but work her plan; Ocean and mountain, forest and sky Give counsel forever to man."

Bryant says:

"To him who in the love of nature Holds communion with her visible forms She speaks a various language."

Since poets began to write they have referred to the ministry of nature. At last thoughtful persons have come to believe that these assertions were not mere rhapsody but contained a sound philosophy. In attempting to explain how the ancient Greek character was formed historians have been obliged to admit that the beauty of the scenery, the exhilarating atmosphere, and the brilliant skies of Attica have much to do with the lofty achievements of the Athenian intellect. The wonderful civilization of Greece was the product of a land of extraordinary beauties acting upon a people sensitive to the influence of nature.

The back-to-nature movement counseled by Rousseau is therefore seen to have a substantial foundation. The boy on the farm is dazzled by the sights and sounds of the city, and he resolves to go thither. He takes with him an intellect formed by natural influences; the mountains, the forests, and the river have been gazed at so many times that they have graven their forms ineffaceably in his mind. His children grow up watching a constantly-moving kaleidoscope of social, commercial, and theatrical objects, and are not the equals intellectually of their parent.

The study of nature is an attempt to interest youth to put themselves under the tutelage of nature. People will live together in dense populations, and it is a question of importance to know how to retain them as pupils in the Creator's school, since they must attend man's school in order to partake of the benefits of civilization.

The Greatest Work.

After the lapse of 2,200 years the world still gives Alexander of Macedon the title of "Great," not because he surpassed others in the slaughter of mankind, for, in this respect, he has been far surpassed by Genghis Kahn and Napoleon. Along with his military genius was a comprehension of world affairs, as evidenced in his selection of Egypt as the point for making the exchange between the products of the East and the West. He may be said to have labored simply to extend Greek culture and civilization. Hellenism was diffused over Asia as it already had been over Europe, and thus the world was made ready for the spread of Christianity.

The type of greatness in the human mind has been that of a conqueror, and history is mainly a record of attempts to build up empires out of heterogeneous materials which, in the course of sime, crumbled to decay. Chedorlaomer, who came in contact with Abraham, appears to have been the model followed by a long line of conquerors in both Europe and Asia, the last being Napoleon.

To set over against this conception of greatness the search after the belief in, and the acting upon, truth was the attempt of the Son of Mary. True greatness consists in the development of our highest capability. Actions arouse the enthusiastic applause of men, but it is the actuating spirit that is the test. Truth is a com-

prehension of the problem of the universe; we can master this problem only in part; hence, there must be faith in the divine administration of the universe; real great-

ness exhibits faith.

We all agree that Columbus was one of the great men of the earth, but not because he discovered America; this was inevitable if he sailed westward. His real greatness consisted in that faith in certain truths that led him to besiege courts, endure privations, and face ridicule and scorn in his effort to cause others to know those truths as he did.

At this season of the year we cannot but revolve some of the words of the Master of Truth, whose greatness is admitted by the placing of his birthday on the newspapers, commercial contracts, letters, notes, and memoranda of all kinds. He raised three persons from the dead-astonishing and incomprehensible acts! But his words are: "Greater works than these shall ye do." What work can be greater than the raising of the dead? We have said that, believing in truth and acting upon it, confident of its validity, is true greatness. To build up a high, strong, and noble character, to cause men to lead moral lives rather than sensual ones is greater than to raise the dead. To lead men to live in accordance with the truth-that was the attempt of the Messiah.

Teaching, in its highest aspects, is imparting truth to mankind. In its lower aspects it is imparting knowledge, as, for example, that twice two is four. The genuine teacher never stops at imparting knowledge; he illuminates the higher region of the soul also. The city, at night, places innumerable lights along the pathways to make these visible to the pedestrian, but those lights cast their radiance also into the atmospheric regions, so that one fifty miles away sees them and is affected.

So it is in all proper teaching. The "greater work" is done. To cause men to seek after the truth and live in accordance with it-that is the greatest work. It matters not whether this be done in a palatial school building in the city, or in the sod house in Dakota. Many a teacher to-day, receiving a pitifully small salary, is doing this greatest work. He may not be recognized as great; Columbus was great before he sailed and greater as he sailed-not greater when he landed on San Salvador.

The true teacher is like Columbus on his voyage. The world has not arrived at the applause period for himpossibly never will. It does not yet applaud the great teacher, but it is slowly becoming conscious of his greatness. At present, the Rockefellers and the Morgans dazzle the eyes. The teacher's day is yet to come. But he can rest secure in the consciousness that in so far as he is causing belief in and action upon truth, he is doing the greatest work man can do.

The Garden City.

The Home Gardening Association of Cleveland, Ohio, is doing a great work in teaching children and the citizens of the city in general to love flowers and nature. It is showing how a love for the beautiful may be spread thru the cultivation of the desire for gardens.

The association has just held its second annual flower show for the children of the public schools. Prizes were offered to the schools having the best display. Twenty-four schools entered the competition as against eight the previous year. There were thirty other schools which held flower shows but did not compete for

the prizes.

Not only were the number of exhibits increased but the quality improved also. They all showed great taste in selection and arrangement. Instead, as was usually the case in the previous year, of displaying simply a bank Instead, as was usually of flowers, in a large number of cases, something more elaborate was attempted. Unique and artistic designs in the shape of flags, harps, or ships were arranged by

the children, while in one case a corridor some sixty feet in length, leading up to the flower show had been deco-

rated with flowers and leaves.

To make the show a success in the schools, there were distributed to the school children of the city last spring, at a penny a package, 135,000 packets of seeds. These seeds went into over 30,000 homes in Cleveland, and by their agency many yards were made brighter and many a child was given something to do during the summer months. It is safe to say that nowhere in the United States has there been tried any such flower exhibits on such a large scale in the public schools. Moreover the work was not done by a few, but a large proportion of the pupils contributed to the success of the shows.

No sooner was the flower show over and the work of decorating the yards and gardens over for the year than the Gardening Association began to agitate the planting

of bulbs during the fall.

Three years ago the association started its bulb crusade by sending to the different public schools 3,000 In the next year over 7,000 bulbs were potted bulbs. distributed and full directions were sent each school as to how the bulbs should be planted. This year the association imported from Holland 35,000 bulbs, and they will be sent to the schools. It is interesting to note that since the association started this work the seed-men in Cleveland have sold four times as many bulbs as be-Thus the yards and windows are made beautiful during the spring. In fact if properly planted one may have a succession of flowers from the time the snow goes until the first of June. Then the same bed may be replanted with annuals, such as asters and the like. Thus the work of the Gardening Association makes toward employing the children thruout the year in their work of beautifying their homes and surroundings.

6883N A Public School Athletic League.

The announcement of the plans and purposes of the New York Public School Athletic League has aroused great interest. The scope of the organization has been explained by General George W. Wingate, of the board of education, as follows:

"Country boys develop hard, rugged, and muscular bodies because of the increasing round of chores upon the farm. That is the reason the majority of the highest positions in commercial and professional life are occupied by men who spent their boyhood under conditions that fitted them physically to withstand the tremendous pressure of the strenuous times in which we live. Should the city boy be thus handicapped in the contest of life? But the problem all along has been how to make it possible, and also interesting for the boys of our public schools to get the sort of exercise that would develop their bodies and bring them into sturdy manhood. The entire credit of the plan of the athletic league is due to Dr. Gulick, director of physical training in the New York schools, and to Dr. Maxwell.
"The plan is to bring about regular series of athletic

contests, in which all of the boys may enter on an equal This necessitates eliminating some of the sports that are excellent, football, for instance. Many of the school boys know no other athletic field than the streets. But even on the streets it is possible to become excellent runners, and also skilful at jumping. In some neighborhoods it is possible to practice weight-throwing, and these, or what is more particularly known as field and track events of an athletic meet, will be the basis of

all competitions of the league.

In no way will the health of the boys be endangered by over-development. What is aimed at is a general high standard of physical development on the part of the boys. Naturally the question of environment must be taken into consideration, but it will be possible to devise a system so that the boys will be placed on an equal footing in the various contests."

The plan which has been devised contemplates the warding of medals to all boys who attain a fair standard of excellence in the competitive sports, which will be arranged somewhat on the order of the all-around athletic championships and the Marathon games so popular with the athletes of the Y. M. C. A. The idea is to establish a list of ten competitive events, of which running, jumping for height and distance, and weightthrowing will be the important ones. Each event is to count ten points, or a total of 100 points for the entire series. Boys who are successful in scoring seventy-five points or more will be awarded bronze bars. These series of competitions will be held at regular periods each year, and for each time a boy attains the necessary seventy-five points he would receive a bar. In this way a boy who keeps himself in good training and enters the competitions each time they are held will gain a string of bars before his graduation as evidence of his athletic

The committee of organization includes Gen. George W. Wingate, of the board of education; President Finlev. of City college; Superintendent Maxwell; Dr. Gulick. and James E. Sullivan, secretary of the Amateur Athletic Union. This committee, with the high school principals, district superintendents, and elementary school principals will decide upon the conditions of the competitive events at the first meet of the league, which will be held in Madison Square Garden on Dec. 26.

The following directors have been elected:

Henry A. Rogers, president of board of education; Gen. George W. Wingate, member of board of education; Dr. William H. Maxwell, city superintendent of schools; Dr. John H. Finley, president College City of New York; the Hon. Edward Lauterbach; the Rev. Dr. M. J. Lavelle, rector of St. Patrick's cathedral; the Rev. Dr. W. S. Rainsford, rector of St. George's church; Gustave Straubenmuller, district superintendent of schools; Dr. John T. Buchanan, principal De Witt Clinton school; James E. Sullivan, secretary-treasurer Amateur Athletic Union; John F. Condon, principal Public School 12; Charles B. Stover, supervisor public playgrounds; Gustavus T. Kirby, chairman advisory committee intercollegiate A. A. A.; Dr. C. Ward Crampton, physical director High School of Commerce; George T. Hepburn, secretary physical training department, International Committee Y. M. C. A.; the Hon. Victor J. Dowling, state senator, and Dr. Luther H. Gulick, directions of the control of the contr tor physical training, New York city schools.

Passive Resistance in England.

The educational problem in England during the past year has been the working out of the two great English education bills-the one dealing with England and Wales The resistance offered to and the other with London. these bills by certain classes of the population has been named "Passive Resistance" and the movement has created a state of affairs which an American is hardly able to appreciate. The simplest explanation of the whole affair is that it is the revival of the old struggle between church and state. To the people of the United States, since they have never known any such struggle, this seems like a question of the past ages, a matter belonging to dusty history, but in England it is still a vital question.

As readers of THE SCHOOL JOURNAL will remember, about a year ago, after a bitter struggle in Parliament, an education bill for the whole of England and Wales was passed. The opposition had been tremendously strong. The Nonconformists had resisted to their utmost, but with the passage of the bill opposition was naturally expected to be a thing of the past. This did not prove to be the case and the opposition took an extraordinary line, one which is being watched with curiosity or apprehension, according to personal feelings. Thousands of Nonconformists refused to pay the "rates," or taxes demanded by the new law.

To make the educational administration of England uniform a bill to re-organize the London system was introduced into the last Parliament. This gave the opponents of the measure their opportunity. Great mass meetings were held in Hyde park and several large demonstrations were made against the bill. It is not probable that the numbers engaged in the demonstrations were as large as the Nonconformist leaders claimed. There is also some doubt about the genuineness of the spontaneity.

When this bill became a law "Passive Resistance" was made all over the country. The resisters refused to pay the taxes. They usually offered to pay all except the small fraction for education, but this the magistrates refused to accept. Thus the world has seen the strange spectacle of worthy citizens having their household goods sold at auction for "conscience's sake."

In many cases the auctions have been of the most farcical nature, while in others, especially thru the early summer, they resembled small riots. In fact, many auctioneers were compelled to stop the sales or to conduct them under police protection. It is only fair to add that, probably in few cases, were riots the work of the non-

A league of the resisters has been formed with a large membership, in spite of the fact that, under the law relating to conspiracy, their organization is criminal. The situation is, in reality, a strange one, but it was only about thirty years since Nonconformists were resisting the government. They dissented from the law, enduring prison and monetary loss on account of their belief. They now consider the tax levied by the education laws only a church tax, because the schools of the Church of England are now to be supported by the taxes, and yet are to remain under denominational management.

This ignores the principle that as soon as an institution becomes a state institution it must cease to be sectarian. Under this law the Nonconformist taxpayer thinks he will pay his money to Church of England schools, and will lose his privilege of controlling the ex-

penditure of his money.

The law compels attendance at the public elementary school of all children in the parish. In some 8,000 parishes the only school is under the Church of England auspices. Anyone who knows anything of English religious history can understand, to some degree, how intense the feeling of the Nonconformist against allowing his child to hear religion taught in such a school may be. The Nonconformist looks upon the parish school as an instrument for proselytizing the children. So when the tax is called he has astonished the government by asserting that he will not pay, but will suffer loss of property or even imprisonment.

Even magistrates and many high officials have refused to pay what they consider a sectarian rate. It would seem, however, as tho the movement might have made a greater impression if Chamberlain's tariff scheme had not occupied the country's attention to a great extent and thus averted attention from the education question.

A committee of nonconformists has been appointed to see what can be done to render the law more equitable in the sight of all. The committee has submitted the following propositions:

That the system of national education shall recognize only one type of public elementary school: a school provided and controlled by a public education authority.

That denominational school buildings, if required and suitable for use as provided schools, may be rented or purchased, for the purpose of elementary instruction.

That a l schools maintained by public funds, whether by rates or taxes, shall be under the sole management and control of representatives appointed by the method of popular election.

That there shall be adequate provision for the training of all teachers of public elementary schools, free from theological and ecclesiastical tests, and under the sole management and control of the popularly elected educaion authority.

That existing training college buildings, if required and suitable, may be rented or purchased for the purpose of national training colleges.

That no ecclesiastical or theological tests shall be applied in the appointment of teachers of the public elementary schools or training colleges.

That no distinctively denominational teaching or formulas shall be given or used in public schools in school hours, but simple Bible instruction may be given according to a syllabus; attendance at such instruction shall be subject to the Conscience Clause.

What the outcome of the passive resistance movement will be it is difficult to forecast, but from the strength which has been developed among the resisters it seems probable that some compromise will have to be made. The latest information is, however, that the Archbishop of Canterbury has failed to bring about a conference on the subject. Both sides show an extremely unbending spirit; perhaps it would be more just to say that the Nonconformists are the more obstinate. One well-known authority declares that only the extreme wing of Nonconformity is engineering the movement, and that the real inwardness of the movement is their jealousy and dislike of the church, rather than their love of religious teaching for the young. However true this statement may be it seems apparent that many of the Noncon-formists have paid the education tax and have little sympathy for the movement. In conclusion, it may be said that the movement is the result of the introduction of the idea of the compulsory education of every child into a country which has not, as yet, completely comprehended the idea.

Agricultural Training.

In speaking of agriculture in the public schools, State Superintendent Fowler, of Nebraska, said recently

I believe teaching elementary agriculture will increase interest and improve instruction in elementary science, and vice versa. A closer relation between home and school may be established by teaching in the school the interests and duties of life on the farm and in the We cannot teach in the school-room the 'how of farming, but we may teach the 'why.' Instruction in agriculture may assist the teacher in showing the pupil the relation of school to his daily life."

An Educational Page.

The Asbury Park (N. J.) Journal has started a school feature that bids fair to be a great success. One page of the paper is devoted, each day, to the interests of the pupils, the teachers, and the schools of the city generally. Mr. Lawrence D. Fogg, who has charge of the educational department, was at one time on the editorial staff of THE SCHOOL JOURNAL, and is in hearty sympathy with the teachers and children at school. He writes that the teachers are very much interested in his plan and are ready to help in every possible way. A few of the headlines from one of the educational pages will serve to show something of what is being attempted. They include: An open letter to teachers; a word to the pupils; a word in passing (a column of school news); law increases salaries of all the teachers; township board meets; "a piece to speak;" tales told out of school (funny happenings); initial issue of the *Trident*, the township's new class paper; teacher talks of China; abuses of our times—an essay by Miss Wilbur, of city high school; Journal's plan approved; in nearby schools; list of Asbury Park teachers.

A school page or at least a school column, in the daily or weekly paper, is a plan long since advocated by THE SCHOOL JOURNAL. Too many parents cannot or will not take the time to visit the schools, but they will read their paper, even down to the advertisements. If there is space devoted regularly to the interests of the schools, parents will know at least something of what their children are doing during the five hours spent each day in the sehool-room.

Progress at the St. Louis Exposition.

The president of the national commission of the Louisiana Purchase exposition has submitted to President Roosevelt some facts and figures in regard to the development of the fair. More than \$11,000,000 has already been used, and the total expenditure will probably reach \$15,000,000. Two hundred and fifty acres of land have been covered with fifteen exhibit palaces, accessory buildings, and music halls. A park is being constructed with every possible architectural and landscape effect. There will be forest groves, and novel gardens filled with rare plants. Every improvement suggested by experience in caring for exhibition crowds has been adopted, from emergency hospitals to well-equipped nurseries for small children.

Twelve great exhibit palaces, the smallest covering more than four acres, are fast nearing completion. They will have cost, when completed, \$6,275,000. The palace of agriculture covers nearly nineteen acres and the palace of transportation covers sixteen acres. Each of the palaces of varied industries, manufactures, machinery, liberal arts, mines, education, electricity, horticulture, and art covers more than seven acres.

The exposition will be lighted in a new and novel way, more brilliantly than any previous exposition. The electric light plant has a capacity of 10,800 horse power, and, in addition, almost as much will be obtained from an outside source.

The main part of the exposition covers 600 acres, and is laid out in the form of an open fan. courts radiate from a common center; the cascades, which are made up of architectural, sculptural, and hydraulic designs, extend over a curve of 3,000 feet.

More than 550 cars are now being used to transport the necessary electrical apparatus. Boilers with a capacity of 34,000 horse power are being built, and 400 tons of coal will be used daily at the exposition.

The foreign exhibits will be very elaborate. Nearly \$6,000,000 has been appropriated by various governments. France and Germany will spend \$1,000,000 each, Brazil and Japan \$600,000 each, and other countries varying amounts down to \$5,000, which will pay for the Corean exhibit.

The amount appropriated by states of the United States is \$5, 539,428, which exceeds the expenditure at the Chicago fair by \$1,335,955. A leading feature of the United States exhibit will be, undoubtedly, the displays from the new territorial possessions. A Philippine village of 1,000 persons will add picturesqueness.

Woman will stand on an equality with man at the ex-She will hold a place on the juries of award, position. and women sculptors and painters have done some of the finest work on the grounds.

About Fear

Often Comes From Lack of Right Food. "

Napoleon said that the best fed soldiers were his best

Napoleon said that the best fed soldiers were his best soldiers, for fear and nervousness come quickly when the stomach is not nourished. Nervous fear is a sure sign that the body is not supplied with the right food.

A Connecticut lady says: "For many years I had been a sufferer from indigestion and heart trouble and in almost constant fear of sudden death, the most acute suffering possible. Dieting brought on weakness, emaciation, and nervous exhaustion and I was a complete wreck physically and almost a wreck mentally.

"I tried many foods but could not avoid the terrible nausea followed by vomiting that came after eating until I tried Grape-Nuts. This food agreed with my palate and stomach from the start. This was about a year ago. Steadily and surely a change from sickness to health came until now I have no symptoms of dyspepsia and can walk ten miles a and surely a change from sickness to health came until now I have no symptoms of dyspepsia and can walk ten miles a day without being greatly fatigued. I have not taken a drop of medicine since I began the use of Grape-Nuts and people say I look many years younger than I really am.

"My poor old sick body has been made over and I feel as the my head has been too. Life is worth living now and I expect to enjoy it for many years to come if I can keep away from bad foods and have Grape-Nuts." Name given by Postum Co., Battle Creek, Mich.

There's a reason.

Look in each package for a copy of the fame is little book.

Look in each package for a copy of the fame is little book, "The Road to Wellville."

The Educational Outlook.

The Prussian minister of public instruction is preparing for the St. Louis exposition a large work which will give a comprehensive view of educational methods in Prussia, from the lowest primary schools to the universities. About one hundred authors will collaborate in the work. Prof. Wilhelm Lexis, of Goettingen university, is the general editor.

Professor Munsterberg's mission to Germany to secure the attendance of German scholars for the congress at St. Louis has been successful. Two-thirds Louis has been successful. Two-thirds of those invited have accepted. The attendance of scholars from Germany will be larger than from either France or Great Britain.

The school of agriculture of the University of Tennessee has announced a course in poultry instruction from Feb. 15 to 20. This is interesting as indicating the work such schools are doing developing farming by every possible means. This course at Knoxville is ex-pected to be invaluable to farmers and pected to be invaluable to farmers and poultry raisers. The course will include lectures on "Poultry and Egg Production on the Farm," "The Relation of Commercial Poultry and Fancy Poultry to Each Other," "How to Make These Branches More Successful," "Special Poultry to the City Majester". Egg Production for the City Mark and "Poultry as a Business." Stu Students will have an opportunity to study typical birds of the leading breeds, and also to learn about the handling and use of incubators.

The biennial report of State Superintendent Whitfield, of Mississippi, has been practically completed. It makes a statement which is highly satisfactory to the superintendent as it shows a larger than the superintendent as the superin and more regular attendance and inand more regular attendance and increased appropriations. The total enrollment of the state for the past year was 403,647, divided as follows: Whites, 192,881; colored, 210,766. This is an increase of 16,159 over the previous year. While the negroes show an enrollment of about 18,000 more than the whites the attendance. 18,000 more than the whites the attendance shows only 3,000 more blacks. The total receipts on account of the state schools for the two years, excluding poll taxes, was \$2,272,167. The poll taxes amounted to \$311,000.

The thirty-sixth annual meeting of the Arkansas Teachers' Association will be held at Little Rock on December 29, 30, and 31. An attractive program has been arranged and every teacher who can and 31. An attractive program has been arranged and every teacher who can possibly do so should attend. The officers of the association are, President: Supt. W. A. Crawford, of Arkadelphia; secretary, J. H. Witherspoon.

Among the important educational associations of the country is the Society of College Teachers of Education organized two years ago in Chicago. Membership is limited to professors of educa-tion and similar subjects in colleges and universities of this country. The affairs of the society are in the hands of an exof the society are in the hands of an ex-ecutive committee consisting of Prof. John Dewey, chairman; Prof. M. V. O'Shea, of the University of Wisconsin, secretary, and Dean James E. Russell, of Teachers college; Prof. Paul H. Hanus, of Harvard university, and Prof. Elmer E. Brown, of the University of California

The officers of the Jersey City Teachers' club are: Pres., Mrs. Mary Dalton, No. 17; Vice.-Pres., Miss Lillian G. Vance, No. 3; Treas., Miss Jennie McKain, No. 16; Corresponding Sec'y, Miss Melita V. Cochrane. The Western Passenger as Huddleston, No. 1, annex; and Recording Sec'y, Miss Mary Whelan, No. 3. The club recently gave a party for the sick benefit fund. This fund is for the care of teachers who are ill, and it has often enabled teachers who are threat-

Ottawa university, one of the largest educational institutions in Canada, has been totally destroyed by fire. Sections of the walls are the only remains of the magnificent stone buildings which formed one of the sights of the city. The loss is estimated at \$500,000, with insurance of \$200,000. Many of the students escaped with difficulty and two of the instructors were severely injured. The university had about 450 students, 300 being from New England.

After a service of sixty-one years, Col. Thomas Wentworth Higginson, the well-known writer and historian, has resigned as chairman of the committee which inspects the course of instruction in English literature at Harvard university.

All new school buildings in Switzerland have a portion of the ground floor appropriated for baths. Bathing is required once a week. Soap and hot water are furnished, and a cold shower is prescribed.

Miss Helen Miller Gould has announced a prize competition for essays on the Roman Catholic and Protestant versions Roman Catholic and Protestant versions of the Bible. The prizes will be \$1,000 for the first, \$500 for the second, and \$250 for the third. The essays are to be presented before June 1, 1904. The manuscripts are not to contain over 8,000 words, and they will be adjudged as much for their popular character as their historical accuracy. historical accuracy.

Arthur A. Hamerschlag, director of the Pittsburg Technological school's new building, announces that in addition to the endowment of \$2,000,000 and the money furnished by Andrew Carnegie to defray the cost of buildings, Mr. Carnegie has said to him: "If the people of Pittsburg want them I am ready to make these technical schools the largest and strongest in the world. It remains for the people to say by their appreciation the people to say by their appreciation how large the schools shall be, and the question of expense is not to come into the matter."

The annual report of State Supt. Alfred Bayliss, of Illinois, contains some interesting statistics. There are in the Alfred Bayliss, of Illinois, contains some interesting statistics. There are in the state 11,780 school districts, of which twenty-nine are unable to maintain schools, and 116 have less than six months a year. In all there are 12,880 school buildings, 195 being stone, 1,863 brick, 10,803 frame, and nineteen log. There are 2,174 graded schools, and 10,-703 ungraded. The state employs 27,100 703 ungraded. The state employs 27,100 teachers at an average wage for men of \$65.83 and for women \$55.62. The salaries range from \$12.50 to \$300 a month. There are 6,890 school libraries with \$07,985 volumes. The enrollment is 969,440 pupils.

On Nov. 27 a conference of college and secondary schools of the Middle West was held at Des Moines. Its aim was to gain a better understanding be-tween the two sets of representatives with regard to college requirements.

The twenty-first session of the South

The Prussian minister of public instrucion is preparing for the St. Louis expoition a large work which will give a
comprehensive view of educational methods in Prussia, from the lowest primary
chools to the universities. About one
undred authors will collaborate in the resolved that it was not fair that two should suffer for the whole affair, and they sent an ultimatum to the faculty declaring that they should all be sus-pended or none. The faculty suspended them all for two weeks.

Training Teachers' Conference.

The fourth annual meeting of the New York State Training Teachers' conference will be held in the high school building at Syracuse, Dec. 29 and 30. The general program is as follows:

TUESDAY MORNING, 9 A. M.

TUESDAY MORNING, 9 A. M.

The Teaching Supply. Its strength and weakness, and how may its efficiency be increased? Supt. George B. Griffith, Utica; Supt. A. W. Skinner, Oneida; Prin. M. W. Way, Rochester.

How shall we develop greater selfactivity in our students?" Miss Cora Davis, North Collins; Miss Laura Dunbar Haggerty, Buffalo; Supt. S. R. Shear, Kineston.

Address: State Sunt. Charles R. Skin-

TUESDAY AFTERNOON, 2 P. M.

History of Education: Parts worth studying: Prof. George M. Forbes, University of Rochester.
Outside Reading: Use to be made of it: Prof. J. R. Street, Syracuse university.
Text-books and Recitations: Supt. P.

Text-books and Recitations: Supt. P.
F. Burke, Port Henry; Miss Rose Libby,
Clayton; Miss E. Satterlee, Elmira.
English in our Training Schools and
Classes: Pres. Rush Rees, University of
Rochester; Miss Lillian O. Sprague
Rochester; Supt. Samuel J. Slawson,
Wellsville Wellsville

The Kindergarten: Prin. E. M. Sparlin, Rochester. Dr. Ida C. Bender, Buffalo; Prin. Frances M. Crawford, Cohoes; Miss B. D. Van Ingen, Rochester; Prin. Frances H. Killen, Jamestown.

In what order shall the professional subject be taken up by the training class? Richard K. Piez, Oswego Normal.

WEDNESDAY MORNING, DEC. 30, 9 A. M.

The Problems of Nature Study: Mrs. A. B. Comstock, Cornell university; Miss Minnie B. Mills, Owego; Miss Agnes C. Post, Pine Plains; Miss Elsie J. Roat; Ellenville; Miss Caroline A. Annable, Monticello

Monticello.
Observation Work and Practice Teaching: Supt. Clarence F. Carroll, Rochester; Prin. C. P. Alvord, Buffalo; Supt. H. DeW. De Groat, Gouverneur.
Query Box: Mr. Ossian H. Lang, editor of THE SCHOOL JOURNAL.
"How May Our Training Schools and Classes best Promote the Art Spirit:"
Hugo Froelich, New York city; Supervisor H. E. Lucas Rochester: Supervisor

roelich, New York City; Supervisor H. E. Lucas, Rochester; Supervisor Theodore Dilloway, Buffalo; Supervisor Katherine Saunders, Auburn; Frank A. Parsons, Teachers college, New York. Address: Dr. A. E. Winship, Boston,

The officers of the conference are:
Pres., Prin. Richard A. Searing,
Rochester Training school; vice-pres.,
Miss Jennie Hausley, Oneida; sec'y and
treas., Prin. George A. Lewis, Syracuse.

School," "The Meaning and Aim of Art in Education," "The High School Draw-ing Course," "Supervision of the Manin Education," "The High School Drawing Course," "Supervision of the Manual Arts," "State Supervision of Drawing," "Teaching Design," "The Year's Progress in the Manual Arts," "The Principles of Design," "Graphic Expression in Childhood," and "Psychology of Drawing in Primary and Grammar Schools."

The following officers were elected for The following officers were elected for the ensuing year: President, Dr. James P. Haney, New York city; vice-president, Walter Sargent, North Scituate, Mass.; secretary, Edward D. Griswold, New York city; treasurer, William J. Edwards, Malden, Mass.; executive committee, James Hall, Newark, N. J. Wiss Elizabeth H. Perry, Bridgewater, Mass., and Miss Julia C. Cremins, New York city.

Unification Again.

The regents of New York state held an important meeting on Dec. 3. Sen-ator Merton E. Lewis, chairman of the legislative committee which is study-ing the subject of educational unification, made a brief address. He said the committee intended to bring about, if possible, legislation that would harmonize the differences existing between the regents and the department of public instruction. He asked the regents to submit any suggestions they may have for unifying the system, or any bills that embody their views. He said he would ask Superin-

views. He said he would ask Superintendent Skinner to do the same.

The Syracuse Business High school, the New York High School of Commerce, and the Girls' Technical High school, New York, were admitted to the univer-

The work of the New York Library Association institutes, as reported by Dr. Canfield, librarian of Columbia university, was approved.

Association of College and Preparatory Schools.

The seventeenth annual convention of the Association of Colleges and Prepara-tory Schools of the Middle States and Maryland was attended by over 1,000 col-lege professors and principals of high and secondary schools. President Butler, of Columbia, welcomed the visitors at the opening session.
Superintendent Maxwell, of New York,

Superintendent Maxwell, of New Lork, discussed the elective system in secondary schools. Prin. Harland Updegraf, of the Girls' Latin school, Baltimore; Prin; W. C. Joslin, of New Brunswick. N. J., and Prof. Charles De Garmo, of Cornell university, all spoke on the same tonic.

The afternoon session was devoted to a discussion of the length of the college course. Among the speakers were Presidents Schurman, of Cornell, and Taylor, of Vassar, both of whom upheld the four year course.

Prof. E. G. Sihler deplored the fa

Prof. E. G. Sihler deplored the fact that the work of students is made subsidiary to athletic ambition. "Columns in the newspapers are devoted to the successful line bucker," he said "and pages to a college game, but excellence in study is ignored. The football champion is greater than the faculty and the student body."

After a reception to the visitors by President Butler and the faculty of Columbia, President Remsen, of Johns Hopkins university, spoke on "Reforms Needed in Education." He said: "The fundamental defect in our educational system at present is complexity.

cational system at present is complexity. We expect more and more from the We expect more and more from the scholar. There should be a limit to this complex system. There is a waste of time. Much just complaint is entertained for spreading over too much work in education. The requirements have reached an unreasonable point.

"College students now are often found of teachers now holding provisional cerdeficient in knowledge of their mother tificates.

The students now are often found of teachers now holding provisional cerdeficient in knowledge of their mother tificates.

Resolved, That we believe the time has come in the evolution of our educational cyclind specific provisional cerdeficients. acquired. It boys have not acquired good English before entering college they will hardly have the time afterwards to do it. It is better to give more time to the study of English than to other training. It is better to be able to write English well than to be familiar with a number of books."

The second day of the convention was devoted to a discussion of "Athletics in Their Mutual Relation to Schools and Colleges." The Rev. Endicott Peabody, head master of the Groton, Mass., school nead master of the Groton, Mass., school spoke in defense of athletics, especially football. He said the game has many valuable qualities for training the mind. It is highly developed, but also highly complicated. It develops quickness of judgment, and the strict system of training develops speciages. But football ing develops obedience. But football coaches, in his opinion, are too indifferent to the future of the players. He blamed the newspapers for making so much of football. It created a selfish feeling. The betting was a bad feature, and large public games should be abolished.
Dr. Charles Hammett, director of phys.

Dr. Charles Hammett, director of physical education at the Jacob Tome institute, expressed the opinion that athletics should be made an integral part of college education. He said that the present system was unfair, because it gives opportunities to so few students to play the games. At Tome a system has been put into practice which permits all the students to play.

the students to play.

Among the other speakers were Mr.

Landon, of Bordentown, N. J., Dr James
Meylan, director of the gymnasium at
Columbia, and Prin. Larkins, of the
Brooklyn Manual Training school.

The annual election of officers resulted
as follows: Press Trumpa Packers of

as follows: Pres., Truman Backus, of Packer institute, Brooklyn; see'y, Dr. Arthur H. Quinn, of the University of Pennsylvania; treas., Prof. J. B. Kieffer, Franklin and Marshall college.

To Fight Graft.

Among the resolutions adopted at the Among the resolutions adopted at the recent convention of the teachers of Luzerne county, Pa., were the following: Resolved, That we condemn graft in all its forms, and hereby pledge ourselves unitedly to resist and individually to make public all demands, of money or any other valuable consideration, made upon us because of our employment as public school teachers, whether these public school teachers, whether these demands be made for political purposes

demands be made for political purposes or for private gain.

Resolved, That we condemn the practice, by some representatives of book, supply, or apparatus establishments, of undermining the position of any superintendent, principal, or teacher, or of injuring his or her professional prospects whenever such officials refuse to approve unsuitable books or usaless appearatus. unsuitable books or useless apparatus; and we hereby pledge ourselves to have no dealings with any person against whom such charges can be effectively sustained.

sustained.

Resolved, That, we congratulate the teachers of Philadelphia and the state on the arrest, conviction, and imprisonment of certain members of one of their sectional school boards and their gobetweens; and we commend the press of the city and the state for its efforts in bringing those multiplicatives multiplicatives.

bringing those malefactors to justice.

Resolved, That, realizing the importance of thoro scholarship as an essential attainment in the professional equipment of every teacher in the commonwealth, we urge upon the State Department of Public Instruction the evandiency and Public Instruction the expediency and for adjuthe necessity of legislation, providing for the issuance of a lowest grade teachers' certificate that shall represent a broader and deeper scholarship than is at Hood's present demanded of the vast majority powers.

rificates.

Resolved, That we believe the time has come in the evolution of our educational system, when a teacher holding any grade of certificate should not be subjected to the embarrassment and inconvenience of having to submit to an examination whenever he happens to cross county lines to seek employment or advancement in his profession; and we further believe that it is desirable that any grade of certificate should have a definite and uniform face value anywhere in this commonwealth; and that to bring about this desirable reform the legislature should provide for the creation and proper compensation of a board of legislature should provide for the creation and proper compensation of a board of state examiners, whose functions should be to prepare the examinations and to examine the papers of all applicants and to issue, or refuse to issue, certificates according to ascertained results.

Social and Moral Development. The rededication of the remodeled school-house at Parting Ways, in Acushnet, Mass., was in the nature of a holiday for the whole town. At the formal exercises the Rev. W. B. Flanders, of the New Bedford school committee, sharply arraigned the results of the public school system. He said:

"Our schools at present are coming far short of rendering all the benefit that they ought, and the reason for this is that we are racing our children thru school much as horses are reach on a Social and Moral Development.

sthat we are raceing our children thru school much as horses are raced on a track, seeking to beat the records of the past. Boys and girls, frail and nervous, who ought to be in the open air at play, are sent into the rush and strain of overgrowded school-rooms. Parents ambiare sent into the rush and strain of over-crowded school-rooms. Parents, ambi-tious that their children shall succeed in that ruinous rivalry of getting better marks than others, press their children to school when they ought to be cared for to secure strength and vigor. Chil-dren would be far better trained and developed on all sides of their natures if no teacher had to care for more than twenty

teacher had to care for more than two say, children.

"We are making a vast mistake in training the intellectual, esthetic, and reasoning powers, and neglecting the conscience, moral and spiritual powers. To educate a man's head and neglect his active will halp to make him a clever To educate a man's head and neglect his soul will help to make him a clever counterfeiter or dynamiter, but it will fail to develop an all-round man. We are raising up a horde of clever but shallow and irresponsible citizens. Our schools cannot fulfil their purpose if they produce intellectual dwarfs.' Supt. F. M. Marsh, of Acushnet, replied in part as follows: "No one realizes more keenly than the school officials the great responsibility resting upon the

izes more keenly than the school officials the great responsibility resting upon the public schools, but I must assert that this responsibility must be shared by other forces which are too often actively opposed to the best work of the schools. "Few realize how hard it is to reach ideal results with children who come to school weakened by lack of sleep, lack of breakfast and proper clothing, and in too many cases by the cigaret. The schools actually have to beg for co-operation in these respects.

these respects.

"Then again, if the schools are to be held responsible for the complete devel-opment of the child's conscience, his social and moral character, we must assert again that it is too much to expect of teachers having from forty to sixty pupils are under their influence less than thirty hours per week. However, if the parents and churches are going to turn over the development of the moral and spiritual powers of the children to the schools, they must give a decade or two for adjustment to new conditions." for adjustment to new conditions.

Dyspepsia is difficult digestion, due to the absence of natural digestive fluids. Hood's Sarsaparilla restores the digestive

Educational New England.

The Brookline Education society is agitating the extension and better regula-tion of courses of music in the Brookline schools, with the twofold purpose of in-creasing the musical knowledge of young people in general, and particularly, of preparing those with special talent to meet the musical entrance examination at Harvard.

Considerable political agitation has resulted in Cambridge from the registration of several Harvard students as voters for the city election in December. Voters for the city election in December.
It seems to be the general opinion that, where students make the college town their residence, particularly if they are supporting themselves, they are entitled to become registered voters if they so decime.

Numerous local decisions are desire. Numerous legal decisions are cited from many sections of the country, but it is not often that such a discussion as this arises, for most young men retain their home citizenship until after leaving college.

The medical college building of the University of Vermont has been burned to the ground. The loss is \$20,000, covered by insurance.

The school owned by Charles W. Whit-ck, at Wilton, Conn., has been de-croyed by fire. The loss was heavy, alstroyed by fire. The loss was heavy, al-tho there was an insurance of 10,000. For many years the students at this school have come from Spanish-American islands, especially from Cuba, Porto Rico, and Dominica.

The Association of Mathematical Teachers in New England held its first annual meeting in Cambridge on November 14. Dr. E. N. Huntington, of Har-vard university, spoke on 'Holzmüller's ber 14. Dr. E. N. Huntington, or marvard university, spoke on "Holzmüller's Stereometry," and G. W. Evans, of the Boston English High school, discussed "Graphic Representation in Arithmetic and Algebra." The following officers were elected: President, Edgar H. Nichols, of the Browne and Nichols school, Cambridge; vice-president, Prof. W. F. Osgood, Harvard university; secretary, F. P. Dodge, Roxbury Latin school.

A "race war" has been in progress in Sheffield, Mass., during the last few weeks. The parents of the white chil-dren in one school district objected to having their children thrown in contact with negro boys and girls. In that school there were fourteen negro and twenty-five white children. Some of the negro pupils had been attending the school year after year with no material advanceretarding the progress of the white pupils.

The school committee has established a separate school for the negro children. It has also arranged with the parents of all negro children of school age to send them to a special school.

At the Rhode Island School of Design in Providence the new memorial hall was dedicated last week Tuesday. The exercises were under the direction of Prof. William C. Poland, president of the corporation, who delivered the opening address. The main speaker was Dr. Denman W. Ross, lecturer on the theory of Design at Harvard university. His topic was "Design—Its Importance in Life." The new building is the gift of Eliza S. Radeke and several members of the Metcalf family. It accommodates the two departments of mechanical design, which has an evening attendance of 120 students, and, in the basement, besides the modeling department, is the new textile department, which is well equipped with hand-looms and other frames for elementary work in textile design. The building marks an important advance step in the art and mercantile inferests of Rhode Island. At the Rhode Island School of Design

Thru the sale of a parcel of Chicago real estate for \$100,000 Hopkins academy, of Hadley, Mass., is enabled to pay off its indebtedness and have an endowment fund of \$90,000. This places one of the oldest New England academies on a very satisfactory financial basis.

The demands of the New Bedford Textile school have become so extended that Principal Brooks has been asked to give his entire time to the care of the school.

readjustment of teachers' salaries in the high schools of Providence, with the following maximums, has been arranged: One principal for each school, \$2,500; one first assistant, \$1,800; each second assistant, \$1,500; each third assistant, \$1,200; each fourth assistant, \$900. These maximum salaries are attained in most cases only after three years of service.

It is expected that Miss Mary R. Hillard, of St. Margaret's school, in Waterbury, Conn., will soon open a boarding school for girls in Farmington, Conn. She has obtained an option on a desirable location, and will probably erect the necessary buildings in the near future.

The following are among the mid-year appointments in the vicinity of Boston:
Harvard university, W. R. Ransom, instructor in mathematics; E. C. Froelich, instructor in elocution; C. W. Thompson, assistant in elocution; H. W. Holmes, W. S. Archibald, and W. C. Arensburg, instructors in English; R. W. Richards, instructor in geology; E. R. Markham, instructor in shop work; R. B. Anderson, assistant librarian in the law Anderson, assistant librarian in the law

school.
Quincy, Miss Annie A. Shirley, Lincoln school; Miss Julia A. Simmons, Quincy school.
Newton, Miss Jennie F. Hayden, Williams school; Miss Alice L. Harrison, Hamilton school; Miss Mary E. Melzard, Claflin school; Miss C. M. Doonan, Burr school; Miss A. L. Sampson, Hyde school; Miss Emma D. Larrabee, Horace Mann Evening school.

Evening Schools.

Boston has done much to provide evening courses of study for those who have not had the advantage of day schools, or who desire to pursue specially attractive lines. The evening classes of the Y. M. C. A. alone register over a thousand stu-C. A. alone register over a thousand students, and this institute has the unique reputation of offering instruction in the handling of automobiles. Especially successful and popular is the class under the direction of Luther F. Elliott, which is carrying on courses of study in preparation for the civil service examinations. A year ago an evening educational center was opened in South Boston to assist boys and girls who had been forced to

ter was opened in South Boston to assist boys and girls who had been forced to leave school at the age of fourteen. Within twelve weeks four thousand young men and women had registered. Already this fall there is an average attendance of a thousand every night. Carpentering, millinery, dressmaking, embroidering, and other suitable subjects are taught, and a class in steam engineer. are taught, and a class in steam engineering has been started, with an instructor from the Institute of Technology. Another center has been started in

Another center has been started in East Boston, with an attendance of 1,600. One has been started in the Hancock school, and, last week, another was inaugurated at the West End, with two thousand applications the first night. school, and, last week, another was inaugurated at the West End, with two
thousand applications the first night.

Most of the applications from men were
for the gymnastic classes, but there will
also be instruction in woodwork, furniture repairing, and similar subjects, and
practice in parliamentary debate.

Women are in the majority at this school
and they devote their time principally to
the household accomplishments, such as Most of the applications from men were for the gymnastic classes, but there will also be instruction in woodwork, furni-ture repairing, and similar subjects, and practice in parliamentary debate.

dressmaking and cooking. Besides the classes and gymnastic exercise there are music rooms where songs of patriotism

music rooms where songs of patriotism and folk-lore will be sung, and Friday evening will be devoted to popular lectures and social entertainments.

In Fall River the applications have outrun the accommodations, over three thousand having been enrolled. The drawing schools are particularly popular, the mechanical and architectural departments holding sessions four nights a ments holding sessions four nights a

Convention on School Day.

The Bristol County Massachusetts Teachers' Association held its annual meeting on Friday, Nov. 6. The fact that this took one school day of the week away from the children has aroused considerable discussion in the locality. The Fairhaven school committee sent the following letter to the convention:

'The school committee of the town of Fairhaven wishes to present a formal remonstrance against the policy of hold-ing the county convention of teachers

on a school day.
"They feel that teachers who are ciently interested in the work of the convention will gladly give one Saturday a year for their professional meetings, and that it is not worth while to force others to attend at the expense of depriving the 30,000 children of the county of a day's schooling."

The convention answered this communication in the following resolution: Resolved that it is the belief of teachers that it is good to be here in convention assembled, and that in their opinion the pupils of the county will receive greater benefit from the presence of the teachers in convention to-day than they would have received from the presence of the teachers in their respective school-rooms, doing the ordinary work of teaching.

Recent Deaths.

The Rev. Dr. Theodore Lorenzo Seip, president of Muhlenberg, Penn., college since 1896, and connected with that institution since its foundation, in 1867, died on November 29. He was born in Easton, Penn., in 1842, and was educated at Weaversville academy and Pennsylvania college, Gettysburg. In 1867, he went to Muhlenberg college as principal of the academy department. Governors Hastings, Stone, and Pennypacker successively appointed him on the state university and college council. Dr. Seip was one of the founders of the College Association of Pennsylvania in 1887.

Association of Pennsylvania in 1887.

The Rev. William Charles Roberts, president of Central university, Kentucky, and an eminent philologist, died on November 27. Dr. Roberts was born in Wales, but came to this country as a boy and was graduated from Princeton university. In 1886, he became president of Lake Forest university, where he rearranged the curriculum and added \$1,000,000 to the funds. He became president of Center college, Kentucky, in 1898, and soon consolidated with Central university. He was a trustee of Princeton university for twenty years and a fellow of the American Geographical society and the American Academy cal society and the American Academy of Political and Social Science.

David B. Brunner, a well known teacher of Reading, Pa., died on Novem-ber 29. He was born in Amity, Pa., in 1835, and was educated in private schools

The Metropolitan District.

The Schoolmasters' Association of New York and vicinity will hold its one hundred twenty-second regular meeting on Saturoay, Dec. 12, at 10:30 A. M., in New York university, Washington Square. The topic of the morning, "The College Course and Methods of Instruction," will be discussed by Pres. Woodrow Wilson, of Princeton university. The meetings of the association are open to all persons interested in secondary education. Women as well as men are cordially invited. invited.

invited.

Pres. Finley, of City college will address the January meeting, and at the February meeting the discussion will be on "Athletics in the Schools."

The next regular meeting of the New York Schoolmasters' club will be held at the St. Denis, on Saturday evening. December 12, at 6:00 P.M. Andrew McLean, editor of the *Brooklyn Citizen*, will speak on the subject, "School and Press."

The Association of Public School Kindergartners has in its possession a circulating menagerie. It is not desirable or convenient to keep pets in a kindergarten for any length of time. Consequen ly a bird and a rabbit have been obtained, and will be loaned at the rate of five cents a week of five cents a week.

Justice Gaynor has granted judgment in four actions brought against the board of education and the city of New York, to recover balances of salary withheld in April, May, and June, 1899, from public school teachers. In all 171 teachers are interested. The judgments against the city amount to \$22,163. The pay was withheld from the teachers that year because the schedule of salaries was larger than the appropriation.

President Rogers, of the board of education, has appointed the following committee to consider the advisability of esmittee to consider the advisability of establishing a suburban truant home: R. H. Adams and J. J. Barry, of the committee on buildings; W. H. Harkness and N. J. Barrett, committee on sites, and F. M. Warburg and G. W. Schoedle, of the committee on special schools. The committee will examine into the feasi-bility of a suburban truant home which will cost about \$150,000. Sites in Queens will probably have a preference.

The board of superintendents has decided to approve the use of German text printed in Roman type for German books used in the schools. The board has also used in the schools. The board has also directed that English script shall be used in writing German words in both the high and elementary schools. This action is due to the difficulty of teaching the Ger-man text and script in the time allotted by the course of study.

A society in Winfield, Long Island, recently asked permission of the board recently asked permission of the board of superintendents to use one class-room in P. S. No. 12, Queens, on Saturday afternoons, for the purpose of teaching the Bohemian language to children. The superintendents have denied the request. They decided that "permission should be granted to any outside body to use a public school, in whole or in part, only when the work proposed to be done is under the direct supervision of an officer of the board of education." of the board of education.

The number of applicants for university scholarships and fellowships at Columbia and the difficulty of making the appointments has been steadily increasing. On this account the university council has passed a resolution that "eligibility to candidacy for president's university scholarships, for university scholarships, and for university fellowships be limited to applicants who are not over thirty years of age."

The Public Schools' Athletic League, of New York city, has been incorporated. The objects of the league as set forth in The objects of the league as set forth in the articles of incoreoration are to promote useful athletics and gymnastics among the attendants in the public schools of the city, and in connection therewith to co-operate and support school athletic associations, provide grounds and teachers, organize games,

grounds and teachers, organize games, offer prizes, and conduct competitions.

Lee F. Hanmer has been appointed by the board of education to take up the organization of the league under Dr. Gulick, director of physical training. Mr. Hanmer is a graduate of Cornell where he rowed on the crew. Since he was graduated he has been in Arizona. While there he directed the building and equipping of a large gymnasium. equipping of a large gymnasium.

The exhibit which the New York board of charities will make at the St. Louis exposition is to be preserved in duplicate at Harvard university in a newly created "Social Museum" which is being established there.

Supt. Parker P. Simmons, of the supply Supt. Parker P. Simmons, of the supply department, who has resigned, has been presented with a silver loving cup by the employees of the department. The inscription on the cup reads: "Parker P. Simmons, Superintendent of Supplies, from the employees of the Bureau of Supplies, as a token of respect and affection."

Pending the election of a superintendent, Deputy Supt. Patrick Jones has charge of the department.

Chairman Hibbard B. Masters, of the twenty-ninth district board, has resigned. George Freifeld, a member of the old Brooklyn school board, has been ap-pointed to succeed him.

The New York Botanical garden has The New York Botanical garden has prepared hundreds of boxes of minerals for the use of teachers in the public schools in developing nature studies. The work was done under the direction of Mrs. Elizabeth G. Britton, director of the natural science committee of the Associate Alumnæ of Normal college. The collections include pebbles, waterworn rock, fragmerts from the old channel of the Bronx river, quartz from veins of gneissic rock, coarse granite veins of gneissic rock, coarse granite containing mica, marble, arkose, sand from decomposed granite, loam, clay, and evergreens.

At the request of the committee in charge of the New York university sumcharge of the New York university summer school, the office of director of the school has been created. Prof. James E. Lough, of the School of Pedagogy, has been appointed to the position. Professor Lough will be the executive head of the school and will be assisted in his work by the faculty correliates. work by the faculty committee.

Dr. Frank M. McMurry will address the Brooklyn Teachers' Association on Thursday, Dec. 17 at 4:15 P. M., at the Girls' high school. His topic will be "Thoroness Under the New Course of

The educational museum at Teachers college will open a large and important college will open a large and important exhibition of Japanese prints on Dec. 8. These were loaned by Mr. Sogo Matsumoto. The collection numbers more than forty prints and includes twenty masterpieces by the greatest master of Japanese art, Hokusai. There are also specimens of the work of the great landscape painter, Heroshigi, the figure pieces of Utamaro, the flowing line work of Harunobu and the book illustrating of Shunsho.

Shunsho.
This exhibition will be open until Dec, 19 daily from 10 A.M. until 8 P.M. There will be examples of Japanese prints illustrating transportation, tea-raising

and other occupations of special interest

At the November meeting of the local school board for the third district the board methods were discussed of improving and extending the kindergarten classes and decreasing the number of part-time classes. It was decided to ask the board of education to erect a second by indicate the part of t small building on a plot north of P. S. No. 75 for the use of defective children.

The committee on nature study of the nineteenth and twenty-second districts held an exhibition of school work at P. S. No. 170 on Dec. 5. The members of the committee are: Eloise K. Fisher, Adelaide Haight, Mary C. Meehan, and Samuel Langer.

City Superintendent Maxwell reports that the registration in the schools for the month of October was 532,566, an inthe month of October was 532,566, an increase over last year of 36,672. The average daily attendance for the month was 440,573, as compared with 418,184 for the same month last year. The figures for the respective years are:
All classes, 1903—513,738; 1902—479, 185; part time, 1903—91,365; 1902—68,334; kindergarten, 1903—14,357; 1902—10,875.

Provision has been made for the transportation of material for fresh and salt water aquaria from the New York Aquarium to the public schools. A room in public school No. 67 has been set aside as a demonstration room where a repre-sentative from the aquarium will explain to teachers the proper methods of keeping such aquaria.

The board of education has voted to acquire the following sites: East 140th and 141st streets, near Alexander avenue; Brown Place, 135th and 136th streets, and Kelly and Beck streets and Longwood avenue, Bronx; Forsyth and Eldridge street, between Hester and Canal, Manhattan; Remsen street and Bay View and adjoining 114. Procedure: Shory Mannattan; Remsen street and Bay View avenue, adjoining 114, Brooklyn; Sher-man street, adjoining 54, Queens, and Maurice and Columbia avenues and Car-roll place, adjoining 78 Queens; Rich-mond Valley road, adjoining 2, Richmond.

Under the direction of District-Supt Julia Richman, a most energetic raid was made recently in Seward Park. Ten attendance officers and a squad of police-men, under her direction, swooped down on Seward Park, in the heart of the Jewish quarter in Manhattan, and cor-ralled some fifty boys between the ages of eight and sixteen years about one-third of whom qualified as full-fledged truants.

The raid was carefully planned and The raid was carefully planned and before the urchins were aware of what was happening they were rounded up in one corner of the park, protesting, pleading, crying or grinning according to their age and general character. Such as could satisfy the police that they were, absent from school with permission were allowed to go, but about fifty were taken before Miss Richman for examination.

During this ordeal the ingenuity of youth to make excuses was thoroly

youth to make excuses was thoroly demonstrated, but the examination usually developed some positive result. The genuine truants are to be investigated and probably the raid will result in better and probably the raid will result in better school attendance by several of the vic-tims. On the whole the raid was a success and it is likely that similar ones will be conducted in other parts of the

Children's Aid Society.

Few students of New York's educa-tional conditions realize that it is the most remarkable of the world's great most remarkable of the world's great cities in the fewness of vagrant children on the streets. A large share of the credit for this state of affairs is due to the Children's Aid Society. During the

fifty years of its existence the society has spent more than \$11,000,000 in bettering the condition of New York street children. During the last year \$696,000 was expended, or \$150,000 more \$696,000 was expended, or \$150,000 more than in the preceding year. The success of the efforts to find homes and employment for boys and girls is proved by the almost complete disappearance of the army of vagrant children that once infested the streets. During the past year but 4,302 boys and girls received shelter in the lodging houses provided by the society, as against nearly 14,000 in 1883. The great majority of boys and girls affected great majority of boys and girls affected by the work of the society are the chil-dren of foreigners. Nearly 50,000 have been cared for during the last twelve been cared for during the last twelve months. Some 16,000 of these received months. Some 10,000 of these received instruction in the industrial schools which have been provided in populous foreign-peopled parts of the city. One school has afforded instruction in dressmaking, carpentry, cobbling, forge work, and chair caning to undisciplined children whom nothing can force to regular attendance at a public school.

The society owns a school farm in West-chester county, to which wayward boys are sent and instructed in farm work. During the past twelve months 692 boys have been sent to the farm. Thru the efforts of the society's agents 533 boys have been adopted into good families. Three hundred and thirty-six boys have been given burnetive even burnetive and been given lucrative employment, making a total of almost 900 boys who have been taken from the streets of New York, and equipped to make a living. Three hundred and fifty runaway boys have been found and returned to their

Educational Council.

At the last regular meeting of the New York Educational Council. largest A ork Educational Council, the largest attendance of the year greeted Dr. J. M. Rice, editor of the Forum, the speaker of the morning. His subject was "What results in English should be expected in the elementary schools." He said in

"No subject taxes the resources of a "No subject taxes the resources of a teacher to a greater extent than English. This is because the child uses language first, last, and all the time. If logic and psychology agreed a child should use perfect English. But psychology and logic cannot stand the onslaught of English. We teach English all day long and yet few children really learn it. The causes of this state of affairs are two: the subject is too complilearn it. The causes of this state of af-fairs are two: the subject is too compli-cated and there are flaws in our teach-

cated and there are haws in our touching."

After describing the tests which he had made concerning the teaching of English some years since, Dr. Rice continued: "There were very great differences shown by my experiments in the results of English teaching. The same grades differed exceedingly and different schools also. The amount of time spent on the subject is no explanation, for the school with the best average spent forty school with the best average spent forty minutes on English and the worst school

fifty minutes a day.
"The size of classes has to be ruled out as an explanation, for the strongest work was from some of the largest classes and the weakest from some of the smallest. In the same way nationality and environment do not explain. explain. Some of the poorest children did better work than the children of cultured work than the children of cultured classes. The advantage of environment is not more than one per cent, per ten per cent. of foreign inhabitants.
"Technical grammar is not an import-

ant factor in obtaining good English. It is necessary, of course, but it has noth-ing to do with cultivation. Only a small percentage of errors are in actual gram-

My tests showed that the best work had been done thru the inspiration of the teacher. Writing is not a gift but a matter of teaching. The teachers who matter of teaching. The teachers who do good work are the ones who use the few good writers in a class to lead the

"In conclusion I ask, 'What is the trouble with English?' We are altogether lacking in standards for teaching it. We have no real problem nor standard in composition. The whole matter

It has been obscured thru bad teaching.
th- We have mixed grammar with English.
tall As a remedy we ought to separate the
theory and practice in examinations.
The child ought to be made to construct
ork a good sentence. Then he should learn
of a vocabulary, reasoning power, and a
t a clear vision." clear vision.

clear vision. It is a superior of the speakers disagreed with some point of criticism which he had ma'e. In fact, some criticised most of them. It seemed to be the general opinion that technical grammar is not over-valued in our schools, and the teachers in general are doing satisfactory work.

Chicago and Thereabouts.

A conference of the faculty representatives of the important Western colleges was held in Chicago on Nov. 27. The members spent considerable time in discussing a communication from Superintendent Cooley, of Chicago, requesting that action be taken to prevent colleges from inducing high achool students to leave secondary schools before gradua-tion in order to join athletic teams in colleges. The conference sent a commucolleges. nication to Superintendent Cooley, admit ting that the complaints made were well founded, and promising to do all in its power to abate the evil.

The cornerstone of the new Chicago Teachers' college was laid with Masonic ceremonies on Nov. 21. President Harris, of the board of education, introduced Dr. William T. Harris, U. S. commissioner of education, who said in part:

"Culture is the supreme object to be attained in schools. Class instruction is attained in schools. Class instruction is of greater aid in obtaining culture than any private tuition. An education under tutors is a preparation for a misanthropic, unhappy life, and only the force of circumstances can overcome its damaging effects.

"The normal school graduate continues to grow in professional skill for many years, but teachers not from normal schools usually reach their maximum

skill in from three to five years."

Dr. Arnold Tompkins urged that the standard of admission to the new institution be a high one.

The present appropriation for the school is \$350,000.

The Chicago board of education has The Chicago board of education has passed a resolution looking toward re-quiring transportation companies to carry pupils to and from high schools free when they live more than half a mile distant.

Superintendent Cooley believes that the present promotional system in use in the Chicago schools tends to injure the the Chicago schools tends to injure the teachers by encouraging cramming on their part. To meet this difficulty he has recommended that a teacher's mark for promotion shall be made up of three which shall receive equal credit, as follows:

(a) Efficiency mark of the preceding ear, as equalized by the board of superintendents

(b) Mark obtained on the professional study paper of the promotional examina-

(c) Mark obtained on the academic paper of the promotional examination.

A suit to compel the Chicago board of A suit to compet the Chicago board of education to open the schools for the use of the boy settlement clubs is threatened by Mrs. O. T. Bright. "There is no law," she says, "that will prevent the board from allowing the school buildings to be used a few evenings each week for boys' clubs instead of leaving Chicago's \$20,000,000 worth of school buildings, silent, dark, and useless most of the

The repair department of the Chicago board of education has been undergoing a rigid investigation. One party asserts that extravagance in the management that extravagance in the management exists, while the other declares that it exists, while the other declares that it does not. President Harris, of the board, claims that the expenses of the depart-ment should be curtailed. This stand on his part resulted recently in a warm meeting of the buildings and grounds committee.

Eighty-four carpenters who had been discharged were reinstated. President Harris left the meeting as a protest against this action. He claimed that the action was a direct disregarding of the will of the board.

The Chicago police have been ordered The Chicago police have been ordered to co-operate with the comprisory education department. Every ;boy under fourteen years of age found on the streets during school hours must give an account of himself to the officer. If the same boy is challenged several times his case will be reported and looked up by the truant officer.

Chicago principals and teachers have been warned not to permit solicitation of contributions for pianos, pictures, or any-thing for the schools. A few instances of violation of the rule have been reported recently.

In a recent address before the Chicago

In a recent address before the Chicago Teachers' Federation, Professor Sparks discussed the schools as a cure for our political problems.

"Intemperance, ill-health, immigrants; neglect of civic duties, whatever the evil," he said, "the schools are expected to remedy it. Education is a specific; it is not a universal remedy. In fact, many qualities which go to make up character cannot be cultivated by any or all the studies in the curriculum. Among these are the willingness to serve, usefulness in life, honesty in other particulars as well as in money matters, good citizenship, and true patrictism. They can be inculcated only by the influence of the teacher. Divide that influence by the number of pupils in the room, dilute it with the prevalent moral suasion discipline, and you have the result."

The Oak Park, Ill., board of education has changed the names of the public schools to the following names of American authors: Henry Wadsworth Longfellow, Ralph Waldo Emerson, James Russell Lowell, Oliver Wendell Holmes, and William Cullen Bryant. The board and William Cullen Bryant. The board has ordered that the full name of each school be used, and not an abbreviated form.

Antikamnia Tablets have become a Antikamnia Tablets have become a favorite for pain, such as headache and neuralgia. They are used only internally. To stop pain, one five-grain tablet is administered at once; twenty minutes later the same dose is repeated, and if necessary a third dose given twenty minutes after the second.—Hugo Engel, M. D., in the Boston Medical and Surgical Reporter.



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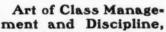
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Literary News Notes.

There are twenty-two sumptuous pages of color-work in the Christmas Harper's, comprising Howard Pyle's medieval pictures for Olivia Howard Dunbar's article on "Peire Vidal," a humorific troubadour of the twelfth century; André Castaigne's modern French pictures, troubadour of the twelfth century; Andre Castaigne's modern French pictures, Elizabeth Shippen Green's exquisite child pictures accompanying some clever verse, by Josephine Preston Peabody, W. T. Smedley's dog pictures for Mark Twain's story, and a drawing by Henry Hutt. It is the most luxurious and satisfying number of Harner's ever produced ber of Harper's ever produced

Now that Panama seems likely to become an attractive field for American enterprise, it is interesting to know just how the new republic may be reached from this part of the world. An article "About Panama" in Harper's Weekly is informing on this point, as well as on other matters of immediate interest concerning the country. cerning the country.

Among the leading articles in the Review of Reviews for December are "Panama and the New Canal Treaty," by Albert Shaw; "Speaker Cannon; A Character Sketch"; "Fine Arts at the Carnegie Institute," by Ernest Knaufft; "Progress Among the Moros," by C. C. Batemen; "Philippine Industry on View," by William P. Wilson; "Mr. Morley's 'Gladstone,'" by W. T. Stead; "Parsifal in New York," by Lawrence Reamer.

Reamer.

The December St. Nicholas is a real Christmas-stocking number, brim full of holiday stories and pictures, verse and fun. First there is a jolly rhyme on Santa Claus, "An Interrupted Auction," by Carolyn Wells, with pictures of the children's friend, and of this hitherto unheard of incident in his career. Ernest Thompson Seton tells, with quaint picturing by Fanny Y. Cory, "The Road to Fairyland." There is a merry jingle of "St. Saturday" by Henry Johnstone, with a page picture of the old Saint. Six full pages of glad, romping girls and boys, with the cheeriest of verses, by Sarah S. Stilwel, tell of "Happy Days." And there are other shorter jingles pleasant to read between the stories.

Often articles on art in magazines are merely excuses for beautiful pictures. The articles of John La Farge, now appearing in McClure's Magazine are not of this sort. They are vital and significant in themselves which does not are cant in themselves, which does not prevent their being beautifully illustrated. In the December number of McClure's, La Farge begins a new series on "One Hundred Masterpieces of Painting." His first chapter deals with "Portraits of Civic Life," and it is absolutely charming. charming.

Miss Adele Marie Shaw has been engaged by the World's Work to spend a year in investigating school methods, which will be illustrated by that magazine, as far as possible, by its own photographs.

tographs.

The Christmas number of Lippincott's Magazine is favored in becoming the medium for one of the most catchy novels of the season. Its title is "The Fascinating of Mr. Savage," and Helen Milecete is its author. In few words, it deals with the racy adventures of a young woman seeking a rich second husband. Short stories with real Christmas atmosphere seem almost to have died with Dickens, but in this number there is a pleasant revival of this cheery died with Dickens, but in this number there is a pleasant revival of this cheery sort of tale in "The Reward of Virtue," by Guy Wetmore Carryl, and in "A Redwood Santa Claus," by Jerome Case

The World To-Day for December preents a combination of very timely articles with much matter of enduring in-terest. Such subjects as the Alaska boundary award, the "American inva-sion" of western Canada by Dakota boundary award, the "American inva-sion" of western Canada by Dakota farmers, the Korean situation, the muni-cipal elections in New York and San Francisco, are treated in leading arti-

In an elaborately illustrated article in In an elaborately illustrated article in the December number of The Popular Science Monthly, Mr. Gilbert H. Grosvenor, editor of The National Geographic Magazine, describes the tetrahedral kites of Dr. Alexander Graham Bell. He says in conclusion that Dr. Bell has now reached the point where the flying machine is no longer problematical. It is simply a question of time necessary to put things together.

Among the articles in prospect for Kindergarten Review 1903-1904 is a series Kindergarten Review 1903-1904 is a series concerned with the musical development of young children. This series, by Mrs. Daisy Fairchild Sherman, Providence, R. I., is entitled Musical Moments with Children and deals with the earliest be ginnings of the music sense, and the playful, incidental ways in which that sense may be cultivated by any kindergartner, by any mother, by any one associated with young children.

One thousand five hundred moths are pictured in their natural colors in "The Moth Book," by Dr. W. J. Holland, which Doubleday, Page & Company are about to add to their "New Nature Library."

The twenty-third edition of Haydn's "Dictionary of Dates," enlarged and revised, withover 100 additional pages will shortly be presented by G. P. Putnam's Sons. The twenty-second edition of this valuable reference work was issued in 1898.

Prof. Angelo Mosso, of the University of Turin, is to have his work on "Fatigue" brought out in an English translation by G. P. Putnam's Sons. The book contains a study of the general characteristics of the contains and the brain and contains a study of the general charac-teristics of fatigue in man, the brain and physical conditions of "attention," "in-tellectual fatigue," the fatigue of physi-cal work, and finally to "overpressure."

Messrs. W. and A. K. Johnston, the well-known map publishers, have recently issued new maps of North and South America in the large "Imperial Series." These maps are 6 ft. $x 5 \frac{1}{2}$ ft. in size, the largest and finest series of school maps ever published. They are geographically accurate, are quite up-to-date, and are beautifully colored in per-

manent oil colors. For more information concerning these splendid maps, address the United States agents, A. J. Nystrom & Co., 132-134 Lake street, Chicago.

The admirers of "McCutcheon," will be delighted to learn that they can now obtain twelve of his most famous "boy" cartoons in the form of a wall calendar. The pictures are reproduced in a large size, and are just from the press of A. C. McClurg & Company, who made such a marked success of "McCutcheon's Carmarked success of "McCutcheon's Car-toons," published last spring and now in a fourth edition.

John Lane has collected various literary and artistic remains of Aubrey Beardsley. The book is fully illustrated and in every way a worthy means of making the artist better understood and making the artist better understood and more widely known. The cover design, richly reproduced in gold and green is a magnificent decorative design of peacocks' feathers woven round the artist's

Mr. Lane, who was a personal friend of the author, has collected a few remin-iscences in the form of a publisher's note which prefaces the volume.

W. E. Chancellor and Fletcher Willis Hewes, both well-known in educational circles, are writing for G. P. Putnam's Sons a new history of the United States, which will be in ten volumes and will include the period from 1607 to 1904.

Pres. G. Stanley Hall, of Clark university, is publishing thru D. Appleton & Company "The Psychology of Adolescence," a comprehensive and detailed work, the fruit of many years of study.

Prof. Herman Howell Horne, of Dartmouth college, has in press with the Macmillan Company a volume on "The Philosophy of Education." The author discusses the old and new basis of education.

Winter Excursion Tickets on Sale

The Southern Railway announces Win-The Southern Kallway announces Win-ter Excursion Tickets now on sale to the health and pleasure resorts of the South, where the Tourist or Invalid may avoid the rigors of a Northern winter, enjoying the perpetual comforts of a Southern climate.

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The Christmas Dinner.

In spite of the fact that the word dyspepsia means literally bad cook, it will not be fair to lay the blame on the cook if they begin the Chritmas Dinner with little appetite and end it with distress or nausea. It may not be fair for any to do that—let us hope so for the sake of the cook! The disease dyspepsia indicates a bad stomach, that is a weak stomach, rather than a bad cook, and for a weak stomach there is nothing else equal to Hood's Sarsaparilla. It gives the stomach vigor and tone, cures dyspepsia, creates appetite, and makes eating the pleasure it should be. In spite of the fact that the word dys

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An Advantageous Misfortune,

That defective hearing is not always an unalloyed grief is evidenced by an important appointment to Federal office which former Secretary of the Treasury Gage once made because Representative Ketcham, of New York, who requested the appointment, mistook the secretary's the appointment, mistook the secretary's negative answers for affirmative ones. General Ketcham is well advanced in years and is as deaf as the proverbial stone post. He was urged to get a certain appointment, and he wended his way to the treasury.

"Is the secretary in?" asked Ketcham.

"Yes, sir," replied the messenger, "but he's busy just now."

Ketcham put his hand to his ear, nodded, and walked right in.

"Mr. Secretary," said Ketcham, "I want John Wilson appointed as—"

"But," replied the secretary, "it's out of the question. Can't possibly do it."

"But," replied the secretary, "It's out of the question. Can't possibly do it."

"Thank you, Mr. Secretary; it's very kind of you, sir. John's a fine man, indorsed by the whole county, and thoroly capable. He'll do well."

"You don't understand," protested Secretary Gage, in a louder voice. "I can't make that appointment. That office is already settled."

"Thanks," repeated Ketcham, placing the palm of his right hand against his right ear. "It will do the office credit. I'll wire Wilson right away. I'll have him here Saturday to take the oath. Thank you again for fixing it," and the venerable New York statesman went direct to the telegraph office and wired Wilson the position was his. When the latter appeared at the treasury department, Gage said a few things about the Antipodes, but conceded the appointment. — Collier's Weekly.

To Ladies Only.

To Ladies Only.

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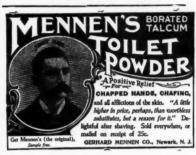
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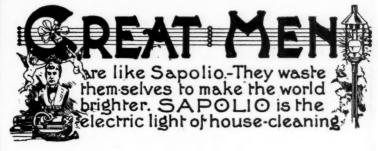
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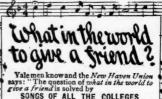
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